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ABSTRACT

The report presents results of a study of: the type, content, duration, and intensity of instructional services provided to limited-English-proficient (LEP) students in the United States; administrative procedures associated with these services (including procedures for identifying students for entry into and exit from these special services); the numbers, types, and qualifications (including first and second language proficiency) of staff and the costs of these special services. Data were gathered through: mail survey of LEP coordinators at state education agencies (n=51), local school districts (n=745), individual schools (n=1,835), and teachers (n=949) of LEP students; telephone survey with LEP coordinators at school districts (n=99) and schools (n=263); case studies of ten school districts; and Title VII file reviews (n=192), including reviews of Title VII applications and interviews with project directors. The study covered the 1991-92 school year. This volume, third of 4 of the final report, contains the case study reports for ten diverse school districts (rural, small town, suburban, medium-sized metropolitan, large metropolitan). Reports describe district characteristics in the areas noted above, and local staff's recommendations for program improvement. (MSE)

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ED 420 169

DESCRIPTIVE STUDY OF SERVICES TO LIMITED ENGLISH PROFICIENT STUDENTS

VOLUME 3: CASE STUDIES

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Prepared for:

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Descriptive Study of Services to Limited English Proficient Students
Volume 3: Case Studies

Objectives

This volume presents 10 case studies of special instructional services provided by public school districts in the United States to their students with limited English proficiency. It is the third volume in the series "Descriptive Study of Services to Limited English Proficient (LEP) Students," which was conducted by Development Associates, Inc., under contract with the U.S. Department of Education in 1991-92. The purpose of the study was to describe activities, services, and products for LEP students. The study concentrated on four aspects of programming:

- The types, content, duration, and intensity of instructional and support services for LEP students;
- The administrative procedures associated with these services, including identification of students for the programs and determination of when they are ready to exit;
- The numbers, types, certification, training, and qualifications (including proficiency in English and another language) of staff who provide services; and
- The costs of LEP student services above the usual per pupil expenditures of districts.

Data Collection and Reporting

To meet the study objectives, researchers conducted four major data collection activities:

- Mail surveys of all state education agencies and representative samples of coordinators of programs for LEP students at local education agencies and individual schools, and of teachers who serve LEP students;
- Telephone interviews of coordinators of school and district programs for LEP students;
- Case studies of the programs offered by ten school districts; and
- Review of funded Title VII proposals and telephone interviews with project directors to compare program plans with activities actually implemented.

In the final report, Volume 1 gives a summary of findings; Volume 2 presents survey results; this volume describes the case studies; and Volume 4 contains the technical appendices.

Important findings summarized in Volume 1 characterize the nature of the LEP student population, their teachers, and the services students receive. According to projections based on survey data gathered in this study, in 1991 the number of K-12 LEP students in public schools was 2.3 million

(an increase of nearly one million--or nearly 70%--since a similar study conducted in 1984). There are more than one million LEP students in California alone. Of the 51 state education agencies, 25 required local education agencies to provide particular services to LEP students (primarily ESL or a combination of ESL and bilingual education), while 16 states encouraged or promoted particular services (primarily ESL). Eighty percent of districts provided inservice training to teachers of LEP students, and 57 percent offered training to classroom aides. Almost all teachers (93 percent) of LEP students were white; 18 percent identified themselves as Hispanic. Ten percent of the teachers of LEP students were certified in bilingual education and 8 percent in ESL; however, many states did not have specific certification for ESL and bilingual education. While less than half the districts compared the achievements of LEP students with other non-LEP students, in those districts with such information, 53 percent of respondents reported former LEP students were performing at levels equal to or above their peers.

While the aggregate statistics in Volume 1 present an accurate overall picture of LEP students and the special instructional services provided for them in public schools, this companion volume of case studies supplements the statistical picture with detailed descriptions of a few typical programs. These ten studies highlight the variations in programs' structures, approaches, and context that summary statistics cannot reveal. For example, while inservice training was provided to 80 percent of teachers overall, there were distinct differences by district size. Every district with 1,000 or more LEP students offered inservice training to teachers; fewer than two-thirds of districts with 25 or fewer LEP students offered similar training. The case studies in this volume provide a means for understanding the contextual realities of LEP instructional programs summarized in Volume 1.

The districts described in Volume 3 were chosen from those included in the mail and telephone survey samples. Their diversity represents the range of characteristics of districts across the country serving LEP students. During site visits to learn about services at the elementary, middle, and high school levels, researchers interviewed district administrators, principals, school coordinators, and teachers responsible for services for LEP students, as well as the students themselves. They also observed classes and reviewed student records.

Overview of the Cases

As shown in table 1 (below), the sites visited for case studies varied along many dimensions. About half served students living in small towns and rural areas, while the others served those in cities or suburbs. District sizes ranged from less than 200 to more than 300,000 total students, and the proportion of LEP students ranged from one percent to 65 percent of the school enrollment. Six of the ten districts served multiple language groups (including Spanish and several Asian languages); the remaining four districts served LEP students from single language groups--two Spanish, one Hmong, and one Cherokee. Seven districts offered only ESL classes, while the other three offered both bilingual and ESL services. Four districts operated federally funded Title VII projects, and seven received state funding for LEP students. Three of the districts received both state and federal funds for LEP student services. According to district reports, the normal per pupil expenditures varied by a factor of three: The lowest-funded district spent about $2,400 per student, and the highest spent $7,600 per student. Funding for LEP student services also varied dramatically, from $50 to $4,000 over the regular program costs.

TABLE 1: CASE STUDY FEATURES

Study ID	District Type	Region	Total Enrollment	LEP Enrollment (Number and Percent)	Languages	Program Type	Title VII Funding?	State Funding for LEP?	Per Pupil Expenditures	
									Regular	LEP Extra
A	Rural	Midwest	1,100	14 (1%)	Spanish	ESL	No	Yes	$4,000	$50
B	Rural	Southwest	200	30 (19%)	Spanish	ESL	No	Yes	$6,900	$1,400
C	Small town	Midwest	3,000	90 (3%)	Hmong	ESL	No	Yes	$4,700	$900
D	Suburban metropolitan	Northeast	6,000	100 (2%)	Korean Spanish	ESL	No	No	$7,600	$4,000
E	Rural	Central Plains	500	340 (65%)	Cherokee	ESL	Yes	No	$2,400	$800
F	Rural	West	8,500	1,700 (20%)	Spanish Chinese Others	ESL & Bilingual	Yes	Yes	$3,000	$330
G	Medium-sized city	West	40,000	1,700 (4%)	Spanish Asian	ESL	No	No	$3,000	$500
H	Medium-sized city	Southwest	66,000	5,900 (9%)	Spanish Korean Other Asian	ESL & Bilingual (Span. & Viet.)	Yes	Yes	$4,500	$300
I	Suburban metropolitan	Mid-Atlantic	130,000	7,900 (6%)	Spanish Korean 25 Others	ESL	No	Yes	$6,700	$1,300
J	Large metropolitan	Southeast	304,300	44,900 (15%)	Spanish Haitian-Creole Others	ESL & Bilingual (Several languages)	Yes	Yes	$3,600	$2,700

CASE STUDY A
RURAL DISTRICT SERVING
MEXICAN MIGRANT FARM WORKERS

Region of Country: Midwest

District Enrollment: 1,060

Number of LEP Students: 14

Major Language Group Served: Spanish

Title VII Funding: No

State Funding for LEP Student Services: Yes

I. Introduction

This school district, located in a small Midwest town, serves a student population of 1,060. It operates a K-6 elementary school and a senior high school with grades 9-12. Students in grades 7 and 8 attend a junior high in a neighboring district; the district's high school then serves students from both jurisdictions. This coordination of resources allows both districts to offer additional academic and extracurricular opportunities to students.

Most residents of this homogenous, predominantly white community share a common background and history, which has created strong and lasting social ties. Those ties sometimes make it difficult for newcomers of different language and cultural backgrounds to gain acceptance in the community.

The district enrolls 14 LEP students: nine at the elementary school, three at the high school, and two at the junior high operated jointly with a neighboring district. Most are the children of migrant workers. Three of the students arrived in the United States within the past three years, and 11 receive free or reduced-price lunches. Because of their families' migration patterns, many of the students are in school for only a few days, weeks, or months at a time. As a consequence, the district faces constant changes in the number of LEP students and the services they need throughout the school year.

II. Identifying Students

The district uses a family information form to determine LEP status. Those families who report that English is not their primary language are referred to the ESL tutor for assessment. Given the community's demographic character, most language minority students are Spanish-speaking children of migrant workers, and most have limited proficiency in English. Although most are fluent in Spanish, few are literate in that language. The ESL tutor identifies those with the greatest need for supplementary services, which are funded under a federal Migrant Education grant. The majority of LEP students are more than two grades behind their agemates, and their attendance remains sporadic. The average annual per pupil cost for special services for these students adds about $50 to the normal district expenditure of $4,000.

III. Program Options

The district provides only one type of service to LEP students: tutorials offered by the ESL tutor in one-to-one and small group settings. The tutor is based in the elementary school and visits the junior and senior high schools once a week. Tutoring occurs mainly during recess or library hour but may also be provided in the regular classroom. Elementary students receive 15 minutes of ESL tutoring per day, while junior and senior high students receive up to 2 hours of tutoring in a single weekly session.

Elementary school. ESL tutoring is provided to nine identified LEP students. The tutor reviews classroom assignments and provides guidance in problem areas, working individually with students during nonacademic periods, such as recess, or staying with them during regular instruction to clarify issues as they arise. Tutorials also may occur in small groups of three to four students. The school believes this structure is beneficial because the LEP students are never pulled out of academic classes. English is generally the language used in the tutorials, though the tutor may use Spanish to clarify certain points. LEP and non-LEP students interact freely, both inside the classroom and at recess.

Middle school. Two LEP students receive ESL tutoring weekly through one-on-one sessions usually held during a study hall. The school permits these students to take oral, rather than written, exams.

High school. Three students are identified as LEP, but only two receive ESL tutoring assistance. These sessions generally take place for one hour after school, once or twice a week. English is the only language used for instruction. In addition to the tutorials, these students receive some in-class assistance from the special education teacher's aide. The third student is considered a high achiever and has received a full four-year university scholarship.

IV. Staffing, Certification, and Training

The ESL tutor is the only district staff member who has received training to work with limited English proficient students. She is currently enrolled in a professional education program and has completed half of the coursework required for ESL/bilingual education certification. The tutor is one of two staff members who can speak both English and Spanish (although a few other teachers know a little Spanish). The tutor has worked in the district for 15 years, 9 of them as an ESL teacher. She also serves as a liaison between regular teachers and LEP students and their parents.

Regular classroom teachers have not received any special training to improve their effectiveness with second language learners. These teachers feel that such training is unnecessary and that their general teaching skills more than adequately support their efforts with students who have problems learning. However, the regular teachers did not appear to have as close ties with LEP students as they have with others, and many expressed bias against the migrant community. District officials acknowledged that some teachers needed to adopt a more sympathetic attitude toward these students.

Staff report strong cooperation among elementary teachers--especially those at the same grade level--but little at the junior high school, where the ESL tutor meets with regular teachers only to resolve specific problems. At the high school, LEP students themselves become the liaisons between regular staff and the tutor, who have little direct interaction. Part of the problem is that the ESL tutor visits the junior and senior high schools only once a week and has insufficient time to meet with other teachers.

V. Evidence of Program Effectiveness/Program Exit

Data from the 1990-91 LEP Program Final Report indicate that 22 percent of the district's LEP students in grades 1-12 performed at or above reading and math grade-level norms on the Iowa Test of Basic Skills; 69 percent performed below grade-level norms; and 9 percent were not tested.

The district does not collect data on the performance of former LEP students; however, two teachers of former LEP students noted that they would benefit from continued special instruction.

VI. Parent Involvement

Parents' work schedules and their lack of English skills are the major factors cited to account for their low level of participation in school activities at all grade levels. At the elementary school, parents are supportive of the school but usually do not participate in school events. Their perception that other

adults do not welcome them is also viewed as a factor in their lack of involvement.

At the junior high school, the school social worker keeps parents informed through monthly or bi-monthly home visits. The ESL tutor also makes home visits if necessary. While the home visits have maintained good parent-teacher communication, they have had little effect on parent participation in school activities. A similar trend also is evident among students. Teaching staff at the school report that although LEP and English proficient students interact well together during school hours, LEP students seldom participate in after-school activities, probably because of family obligations.

VII. Coordination

The ESL program in this district is primarily funded by the Chapter 1 Migrant Education Program. The district's ESL tutor also serves as director and provider of Chapter 1 services for other eligible students.

VIII. Local Staff's Recommendations for Improvement

Staff members cited the lack of cultural sensitivity among regular teachers as the program's major weakness. Some administrative staff, for example, said most teachers do not fully understand the needs of the LEP students and do not comprehend the isolation many such students feel. Some of these feelings carry over to the community as well, as staff identified community fear and prejudice as the strongest barrier to an improved program for LEP students. The community generally does not support ESL services and believes language-minority students deprive other students of resources and opportunities. The staff believe education is the only way to overcome these feelings.

From a programmatic standpoint, a number of staff believe the staff should offer more support services that can improve student attendance at school. Though parent work schedules often dictate attendance patterns, officials note that students sometimes miss school to care for younger siblings or serve as translators for their parents at doctors' offices or social service agencies. Many staff members say one solution may be to offer ESL classes for parents. Such a service could lead to higher student attendance and, in the process, boost the potential for learning among both students and their families.

CASE STUDY B
RURAL DISTRICT SERVING
MEXICAN MIGRANT FARM WORKERS

Region of Country: Southwest
District Enrollment: 165
Number of LEP Students: 31
Major Language Group Served: Spanish
Title VII Funding: No
State Funding for LEP Student Services: Yes

I. Introduction

Located in a rural town in a mountainous, Southwest desert region, this district operates one school serving students in grades K-8. Thirty-one of the school's 165 students were identified as limited English proficient during the 1991-1992 school year. Fifteen were in either kindergarten or first grade. The rest were divided among the other grades.

Almost half of the students served in the ESL program were born in the United States and received all of their schooling in this country. The others were born in Mexico, although many have lived in the United States for at least five years. Most of the LEP students speak Spanish fluently, but few have Spanish literacy skills appropriate for their grade levels.

Most parents of the LEP students are migrant farm workers who move frequently from community to community. As a result, the children experience continual disruption of their schooling. To promote continuity, however, an increasing number of mothers are now staying in one location with their children while the fathers seek work throughout the region. In these circumstances, the school often can play a significant role in providing for the social and emotional as well as the educational needs of these students.

II. Identifying Students

The district identifies students as LEP through standardized tests, including the IDEA oral proficiency test in English (Institute for the Development of Educational Activities) and Spanish (La Prueba), and an achievement test (Iowa Test of Basic Skills). If a student cannot understand the test questions in either language, LEP status is determined solely on the basis of teacher judgment.

The school also uses both formal and informal procedures to reclassify LEP students as English proficient. The formal policy calls for an oral proficiency test in English, plus a review of academic performance and the judgment of the ESL teacher. In practice, however, a change in student status relies almost exclusively on teacher judgment, although parents may request that their children continue to receive ESL services.

In this district, the annual cost of providing ESL services is $1,390 above regular per pupil expenditures of about $6,900. This figure includes facilities, instruction, and administrative costs.

III. Program Options

LEP students receive assistance through a variety of services including ESL pull-out classes at all grade levels, bilingual classroom aides in grades K-3, Chapter 1 and Migrant Education services, and summer school. Though students may be eligible for a wide range of services, specific program decisions are based on teaching loads and student needs. Student assignments also are dictated by the schedule of the certified teachers and the one classified bilingual aide who serve LEP students.

In the ESL classroom, students are usually divided into two groups according to English proficiency. One group works with the aide at the back of the classroom, while the ESL instructor teaches the second group. In addition to their regular and ESL class duties, the aides also function as translators for students, teachers, and parents.

In an effort intended to boost students' reading and writing skills in their native language, the ESL instructor employs a grammar/translation approach that uses equal amounts of English and Spanish. For example, when a student reads a passage in English, he or she also may be asked to translate the same material into Spanish.

Chapter 1 services at the school include one-on-one afternoon instruction in mathematics and reading. At the upper grade levels, students who exit the ESL program may still receive Migrant Education

services. The district summer school program, which enrolls about 60 students, emphasizes language arts; usually about one fourth of those who attend are classified as limited English proficient.

Class sizes are small--averaging 18 students--which offers teachers considerable flexibility in daily scheduling and encourages the formation of strong personal relationships. Many teachers say they have taught all the children in one family or the children of former students, and they have a keen sense of the students' family and community background.

IV. Staffing, Certification, and Training

The school employs both certified instructors and aides to work with LEP students. All regular teachers and the ESL/Chapter 1 teachers are certified professionals. Every bilingual aide has attained classified status, which means they have completed some work toward a college degree or have extensive classroom experience.

Bilingual aides also work full time in ESL and regular classrooms to help children in kindergarten through third grade. In regular classrooms, the aides assist teachers and follow the teacher-developed curriculum. Typically, the aide works with a small group of LEP students in the regular classroom, although it is not unusual for the aide to teach all children. Teachers believed that the Spanish-speaking abilities of the aides help students express themselves more naturally.

The faculty at this school has remained relatively stable for the past 15 years. When a position is vacant, however, the district has had problems recruiting qualified staff because of a statewide shortage of trained teachers and the school's rural location. Regular teachers have not received special training to work with LEP students. While the majority did not perceive this as a problem, some said such training could be an asset.

ESL and regular teachers have both formal and informal opportunities to exchange information about instruction and student performance. While the school schedules monthly staff meetings, teachers also communicate informally before and after school or during lunch. These teachers also demonstrate flexibility in constructing and implementing a coordinated instructional strategy based on student needs.

V. Evidence of Program Effectiveness/Program Exit

Available data indicate that individual and former LEP students performed at or above grade level compared to their peers. Because school records are not maintained in a central file, however, summary data and reports on LEP students generally were not available.

Teachers said the motivation to learn and study is sometimes low among both LEP and non-LEP students, a problem mostly attributed to the difficulties students face in their home environment. Staff also believed a lack of parental attention and help with homework contribute to student apathy regarding academics.

The district may use parent input as well as criteria such as maturity, social skills, and language proficiency in making key decisions about when children can exit the program. Generally, students receive two to three years of ESL services before they are eligible for reclassification.

VI. Parent Involvement

The school tries to support parent involvement by arranging parent-teacher conferences and by making interpreters available for those meetings and all school activities. A Parental Support Group also teaches all parents how to help their children with homework, though some parents' limited English skills remain a barrier. In addition, teachers say most parents of LEP students work 10 to 12 hours a day and lack the time and energy to monitor their children's studies regularly. Despite these challenges, however, staff members said some parents of LEP students often play a more active role in school activities than parents of non-LEP children.

Compared with other schools, staff members ranked parent involvement as above average. Other opportunities for involvement include a Parent Advisory Committee, statewide conferences, fundraising activities, and field trips.

Some parents also have attended the school's ESL classes with their children and free nighttime sessions offered by the ESL teacher, yet attendance is often sporadic owing to parents' work schedules. Overall, teachers rate parent involvement as high but note that parents of LEP students are likelier to participate in school activities throughout the year than are other parents, whose involvement wanes by the end of the school year.

Staff members encourage parents of LEP students to involve their children in a summer dental health program that offers free preventive dental care to migrant students. The local dentist, who volunteers his time to the program, also provides services to parents.

VII. Coordination

Administrators in the district closely coordinate ESL services with other help available through the Chapter 1 and Migrant Education program. The district's small size supports this coordination. For example, the same instructor provides both ESL and Chapter 1 services. Students eligible for both services generally receive ESL in the morning and Chapter 1 in the afternoon. Children in these pullout programs also are allowed to stay in their regular classroom for special activities, which allows them to share educational experiences with their English proficient peers.

The school's principal serves as assistant superintendent of the district and helps coordinate services for migrant children with the district's migrant education teacher. Due to the small student population, however, the migrant teacher often helps other LEP students as well. Thirteen of the 34 LEP students are eligible for both Chapter 1 and Migrant Education services.

The school also provides a summer program that begins one week after the end of regular school-year classes. About 60 students attend this program, including about half of the LEP students. All LEP students are placed in the same classroom for ESL, which is taught by the ESL/Chapter 1 instructor for three and a half hours a day, five days a week.

VIII. Local Staff's Recommendations for Improvement

Staff in this district generally believe they offer LEP students a strong program founded on commitment to both the school and the community. Nonetheless, they noted that limited financial resources restrict the types and amounts of materials available to improve communication among LEP students, their peers, and teachers.

One particular need is for computers and other educational technology, such as software that provides direct translation services. At present, staff members are working to develop financial support from local businesses to purchase new technology. Staff also recommended more support services, such as a health care program, to complement the special dental program for students and families. In addition to private support, school staff cited the need for additional funds from the state and federal governments to improve offerings for language minority students.

CASE STUDY C
DISTRICT IN SMALL TOWN
SERVING RECENT INFLUX OF HMONG STUDENTS

Region of Country: Midwest

District Enrollment: 3,016

Number of LEP Students: 85

Major Language Group Served: Hmong

Title VII Funding: No

State Funding for LEP Student Services: Yes

I. Introduction

Located in a small Midwest town, this school district serves a primarily white community with three elementary schools, a middle school, and a high school. In recent years, a number of Hmong families have settled in the town. Hmong students represent about 3 percent of the district's 3,016 students; one elementary school serves most of the younger Hmong children because of its location. Until the Hmong families arrived, the schools had not had LEP students and school staff knew little about Hmong language and culture.

The educational backgrounds of the district's 85 Hmong students vary widely. Many of the elementary school students were born in the United States, and several high school students received most of their schooling in this country. However, almost 20 percent arrived in the United States during the past three years; for many of these children, their only training in English occurred at refugee camps in Thailand. Although the district labels all Hmong students as LEP, only thirty-five are enrolled in English as a Second Language classes. Nearly all Hmong students are eligible for free or reduced-price lunches.

II. Identifying Students

The district does not have formal procedures for determining the nature and extent of services needed by each Hmong student. All who come from households where Hmong is the primary language are classified automatically as limited English proficient. This practice is based on the district's

experience that all second language learners in this population have had language-related academic difficulties. Grade assignments are initially based on age. The ESL staff conduct informal assessments and use input from students' classroom teachers to decide upon appropriate services. Some students spend some of each day in ESL classes and others remain in the regular classroom with help as needed from ESL specialists. Students whom teachers perceive to be unequal to the demands of their age-appropriate grade, even with ESL help, may eventually be assigned to lower grades.

For special services to LEP students, the district spends about $900 each, beyond the usual per pupil expenditure of about $4,700.

III. Program Options

The district offers two kinds of assistance for Hmong students: formal ESL classes and follow-up and support services. Students with the most limited English skills participate in an ESL pullout program, with the frequency and duration of lessons tied to their levels of need. All Hmong students receive a range of follow-up and support services from the ESL teachers.

Elementary school. Fewer than 10 percent of the 319 students at the K-3 school visited for this study are Hmong and classified as limited English proficient. Most of these students were born in the United States, but all learned Hmong as their first language. The ESL teacher rated 1 student as having little or no English proficiency, 2 with very limited proficiency, and 21 with limited proficiency.

Students at this school may participate in an intensive ESL program; a regular ESL program; or an informal, individual assistance plan. One third grader was enrolled in the intensive program, which consists of 19 hours a week of ESL instruction and 11 hours of regular classes in math, social studies, and other subjects. All instruction is in English, with pullout ESL classes scheduled when the student normally would study language arts and science in the regular classroom.

The regular ESL program serves 14 students in kindergarten through second grade. They spend 14.5 hours a week in ESL pullout classes and 15.5 hours in regular classes studying language arts, math, and other subjects. All instruction is in English. The kindergarten classroom has a Hmong aide to help the students. When students exit from this program, they move into the regular program with continuing informal assistance, as needed.

Nine LEP students at the K-3 level spend most of their time in regular classes, assisted informally

when the occasion demands. Their weekly schedule consists of 17 hours of language arts, 6 hours of mathematics, and 7 hours of instruction in other subjects.

Although the staff lacked knowledge of the Hmong language and culture and the school had few materials specifically relevant to Hmong students, teachers and administrators projected a caring attitude toward the Hmong students.

Middle school. Twenty Hmong students attend this school, which enrolls 664 students in grades 6-8. Most of the Hmong students were born outside the United States, and all learned Hmong as their first language. Five of the students were enrolled at grade levels at least two years lower than age/grade norms, primarily so that they could receive the district's special ESL services at the sixth grade level.

Students in sixth grade are organized into "houses," each of which has three teachers who provide instruction in core subject areas. Most of the Hmong students--especially those with very limited English--are clustered in the same house. School staff say the house system allows staff to plan better instruction for individual students. The principal considers the system very effective and plans to expand it to the seventh grade in the future. At the time of the visit, students in the seventh and eighth grades attended separate content area classes in a traditional departmental structure.

The 20 Hmong students at the middle school receive services through two basic approaches: ESL pullout classes and support. The ESL pullout class meets five hours a week when other students take their regular language arts class. At the sixth grade level, 4 students take the ESL class while the remaining 16 receive mainstream support. Instruction in all classes is in English, and there are no Hmong-speaking teachers, aides, or volunteers in the classrooms.

High school. Only 2 percent of the students at this school--21 students--are classified as limited English proficient. None of the LEP students were born in the United States, but eight have lived here for at least five years. Nine students participate in formal ESL classes while the remainder receive support in their regular classrooms. Students in the pullout program receive 15 hours of ESL instruction a week during the time they otherwise would take social studies and electives. Students with very limited English skills are sometimes assigned a student "buddy" to assist them in mainstream classes. All instruction is in English. The average student stays in the ESL program for approximately three years and then moves to the regular program full time.

IV. Staffing, Certification, and Training

Two ESL teachers and a Hmong classroom aide serve as the core staff in the programs for LEP students. One ESL teacher works at all three elementary schools, while the other splits time between the middle school and high school. In their roles as ESL teachers, they also serve as informal counselors for Hmong students. The Hmong classroom aide spends most of her time working with children in the kindergarten at the school with the largest Hmong enrollment.

Both of the ESL teachers have backgrounds in language teaching (one in foreign language instruction and one in English). Neither had prior training in ESL strategies and methods, and both had to identify and order their own ESL materials. One of the teachers is now certified in ESL, and the other has provisional ESL certification. The district's ESL coordinator said that during 1990-91 other teachers of Hmong students received about eight hours of inservice training on the Hmong culture and instructional methods relevant to students' needs. The coordinator reported few problems recruiting and retaining the ESL personnel.

At the middle school, aides and high school and university volunteers help ESL and regular teachers who work with Hmong students. The secondary ESL teacher maintains frequent contact with the regular classroom teachers and tries to support or reinforce lessons in content areas. At the high school, services for LEP students are provided by subject area teachers, the ESL instructor, university volunteers, and designated student peers. Regular teachers often consult with the ESL teacher.

V. Evidence of Program Effectiveness/Program Exit

Hmong students showed greater success in mathematics than in reading on the Iowa Test of Basic Skills, according to data for 1990-91 (the most recent data available for this study). Nearly half--46 percent--scored in the 61st to 99th percentile in math. By comparison, only 24 percent of the Hmong students showed a similar level of achievement in reading. In terms of course performance, 39 percent of the students scored above grade level in math, while 19 percent scored at grade level. In reading, however, only 17 percent of the students scored above grade level. Another 35 percent scored at grade level, while the rest scored below average. The district does not regularly compare the achievement results of LEP and non-LEP students. However, it does prepare a summary of LEP student achievement as part of state requirements.

The level of interaction between LEP and non-LEP students varied considerably by school. Staff reported a high degree of contact among young children at the elementary school. Hmong and other students interact frequently during the day at the middle school, yet Hmong students are not as active

in extracurricular activities. At the high school, interaction between Hmong and other students was rated as low.

VI. Parent Involvement

Staff in this district report that parents of Hmong students maintain high expectations for their children's school performance. At the elementary level, most parents attend parent/teacher/student conferences to review student progress. Some also have served as chaperons on school trips. Despite this interest, however, few are formally involved on school committees. Both teachers and students reported that older siblings are more likely than parents to provide homework assistance.

Staff reported limited involvement for parents at the middle school and high school. Middle school teachers said Hmong students work harder than other students and receive more monitoring at home. Nonetheless, the parents themselves are not active at the school. At the high school, some Hmong students live with uncles or extended family members because their parents are in refugee camps. For these students, in particular, the level of home involvement in school is low.

Hmong families rely heavily on the district's Hmong classroom aide, who serves as an interpreter and community liaison among families and in the community. The district LEP coordinator reported that the classroom aide is widely respected in the Hmong community and has helped deal with difficult cross-cultural situations. District administrators also listed as a major strength of the program the willingness of ESL teachers to work with parents.

VII. Coordination

The teachers interviewed cited a high degree of support for the program among the administrators. A principal of one elementary school serves as the district's coordinator of services for Hmong students. This official also is the district's Chapter 1 coordinator. Because the same official directs services for both LEP and Chapter 1 students, the district characterized coordination between the programs as strong. Chapter 1 funds three main programs: a preschool for 4-year-olds (serving 6 Hmong students in a class of 58); an extended-day kindergarten program for 30 5-year-olds (with no Hmong students); and a first-grade reading program (enrolling 2 Hmong students in a class of 55) in the elementary schools.

ESL and regular teachers maintain informal contact through routine conversations about the progress of LEP students. ESL teachers often provide tutoring support on material covered in regular classrooms. At the elementary school, teachers also reported working within grade levels to

coordinate instruction with guidance and social work staff to address the nonacademic needs of students.

VIII. Local Staff's Recommendations for Improvement

Staff who were interviewed recommended that the district adopt a more formal testing system to assess the English proficiency of Hmong students. Teachers at the elementary level suggested that services to Hmong students would be improved with more Hmong staff, more efforts to involve Hmong parents in school, more experiences for Hmong students outside of school, and more inclusion of Hmong culture in the curriculum. A need for more Hmong staff ranked high on the list of improvements suggested by both middle school and high school faculty. Staff at the middle school believed that the services of a Hmong counselor would be particularly helpful in dealing with students' personal and family problems.

At the middle school, those interviewed recommended more inservice training sessions about Hmong history and culture for regular teachers. They also suggested better materials for the middle school LEP students. Respondents at the high school favored setting aside a separate room for ESL instruction and teaching all students and faculty some basic Hmong words and phrases.

District officials cited both the antagonistic attitude of a few teachers and the lack of involvement by Hmong students outside their classrooms as additional areas for improvement. The district is trying to steer Hmong students away from teachers with negative attitudes and encourage more students to participate in extracurricular activities.

CASE STUDY D
SUBURBAN METROPOLITAN DISTRICT SERVING SMALL, DIVERSE LEP POPULATION

Region of Country: Northeast

District Enrollment: 6,000

Number of LEP Students: 100

Major Language Groups Served: Korean, Spanish

Title VII Funding: No

State Funding for LEP Student Services: No

I. Introduction

Located in the suburbs of a large metropolitan area, this district operates seven elementary schools, a junior high school, a high school, and a special education school. Nearly 6,000 students are enrolled in the district, and about 86 percent of graduates go on to higher education.

Fewer than 2 percent -- about 100 -- of the students have limited English proficiency. Slightly more than half of these speak Korean as their native language, while 11 percent speak Spanish. The others come from a variety of language groups. Most of the students are clustered at the K-6 level, with fewer than 30 enrolled in junior high or high school.

In the community, the parents of many language minority students operate small retail businesses or attend graduate education programs at local colleges and universities. Approximately 40 percent of the LEP students arrived in the United States during the past three years, and only 10 percent are eligible for free or reduced-price lunches. District staff report that many of the students have solid educational backgrounds and are on at least the same level as American-born students in mathematics and other subjects.

II. Identifying Students

The district determines LEP status through interviews with students at the time of registration. ESL teachers conduct these oral interviews, which become the primary basis for making instructional decisions. The district does not use any formal tests as part of this process.

State guidelines define four levels of English proficiency for the purpose of planning appropriate educational programs for LEP students:

Level 1: Students can understand, speak, read, and write their native language but cannot understand, speak, read, or write English.

Level 2: Students have some understanding of spoken English, but do not speak it.

Level 3: Students understand and speak English on a limited basis, but are unable to read or write English.

Level 4: Students understand and speak English but have difficulty comprehending the specialized language and/or concepts of content areas.

The district's regular per pupil expenditure is $7,560, and additional services for LEP students cost $3,981 each. These totals include costs for personnel and materials but not for facilities, utilities, and maintenance. About 30 of the LEP students also receive assistance under the federal Chapter 1 program.

III. Program Options

The district employs only one type of special service for LEP students. Students attend English as a Second Language (ESL) classes in addition to classes in the regular curriculum. Instruction in the native languages is not provided, nor are materials that reflect the cultural background of the LEP students used regularly.

Students generally attend one period of ESL each day, though the number of days per week that they attend declines as they gain proficiency in English. The LEP students take the remainder of their classes alongside non-ESL students, providing many opportunities for interaction.

Elementary school. In this school, 13 of the 436 students are classified as limited English proficient, and they receive ESL services. Seven of these students speak Korean; the others speak Hebrew, Spanish, or Iranian. Most have lived in the United States for more than a year, and all have age-appropriate oral proficiency and literacy skills in their native languages.

Under the pullout program, students can receive up to 45 minutes of ESL instruction during the regular school day. Some attend on a daily basis, while others participate less often, according to individual needs. Students spend an average of three years in the ESL program.

Because no ESL instructor works on site, the students are bused to another elementary school that enrolls a larger number of LEP students. As a result, they lose at least 45 minutes of instruction at their home school--time they likely would have spent in reading or language arts classes, the principal says. The schedule has been designed so that students do not miss math, science, social studies, or "once-a-week" subjects such as art because of the required travel.

Junior high school. The only junior high school in this district has nine LEP students in a total enrollment of 1,386. None of the language minority students were born in the United States, and six of the nine speak Korean. All have attained age-appropriate oral proficiency and literacy skills in their native language. None were eligible for free or reduced-price lunches. At this level, the ESL teacher works with students in support of their regular classroom instruction through an ESL class one period each day and sometimes administers classroom tests, giving help with translations and vocabulary. All instruction is in English.

In addition to the daily ESL pullout program, most of the students also attend a Chapter 1 class for LEP students during another period of the day. The class is similar to a study hall, with the teacher circulating among students to offer homework assistance. Students are also enrolled in regular academic classes such as language arts, math, science, social studies, and electives.

High school. Only 15 students are classified as LEP in a student body of 1,225. Ten of the students are Vietnamese, and three have lived in the United States for less than a year. All had age-appropriate oral proficiency and literacy skills in their native language, and all had attained grade levels within at least two years of their age group. None were eligible for free or reduced-price lunches.

All 15 students participated in the daily, one-period ESL pullout class taught by the same instructor who serves the junior high school. Students also spend an additional period in a Chapter 1 study hall where they can receive one-to-one homework help from the teacher. Nearly all of the students are enrolled in an academic curriculum, and the rest of their day consists of classes in English language arts, math, science, social studies, and other subjects. All instruction is in English.

IV. Staffing, Certification, and Training

The district relies on three teachers to provide ESL services--two at the elementary level and one who splits time between the junior and senior high schools. Though the district did not provide in-service training during the 1990-91 school year, one ESL teacher attended a university-level course for teachers of LEP students. The district reported no recent staff turnover in its program for LEP students.

At the elementary school visited in the study, the ESL teacher has master's degrees both in ESL and in Spanish literature. Before taking this assignment, she gained most of her professional experience as a foreign language instructor at a parochial school. She does not speak the native languages of most of the LEP students, however. Because she is based at a different elementary school than the one profiled here, the teacher has little contact with the regular classroom teachers at the school. Most of her interaction is with the principal rather than the teaching staff.

One instructor teaches both ESL and Chapter 1 classes at the junior and senior high schools. He teaches at least two periods per day at each site. He has a doctorate in English, including training in linguistics, and served as an ESL instructor overseas.

V. Evidence of Program Effectiveness/Program Exit

District staff report that LEP students generally show solid progress in school, though information from tests is limited. One reason for the lack of data is that ESL students are included in the regular, districtwide achievement testing program only when teachers judge them to have sufficient English skills to take the tests. Most LEP students rank at or above grade level in math, and all who entered secondary school with age-appropriate schooling in their native countries have achieved state graduation requirements. District summaries, however, do not include test scores of LEP students.

Students can exit from the ESL program at any time during the year. Each school establishes its own criteria for students to leave the program, though grades and teacher recommendations are critical

factors. The district continues to monitor grades and achievement test scores for students after they leave the ESL program.

At the elementary school, with the exception of the ESL pullout class, the curriculum is identical for both LEP and non-LEP students, and does not include topics or examples relevant to student native culture. Principals and teachers indicate that LEP students perform well in school and learn English fairly rapidly.

At the junior high school, data on standardized achievement tests and class grades show that former LEP students perform at levels equal to or above those for the general student body. No LEP students have dropped out of school, and the ESL teacher believes most of them will attend college.

The high school has no data comparing LEP students with the general student population, but the district believes most of the students can meet the requirements for high school graduation. Ten to 15 percent of LEP students are reclassified as English proficient each year. Based on classroom tests and course grades, former LEP students at the school are performing above or equal to the general school population.

The high school principal and ESL teacher said the program's success relies in large measure on the ability of the ESL teacher to monitor students' progress and to win the cooperation of the rest of the instructional staff.

VI. Parent Involvement

Most teachers and administrators said parents of LEP students, for a variety of reasons, were not actively involved in school functions. Parents' limited knowledge of English was a major inhibiting factor, officials said. Many parents also attend school themselves or spend much of their time establishing small businesses in the area. Nonetheless, most said that the parents do play a role in making sure the children finish homework and complete assignments.

At the elementary school, the ESL instructor has no regular contact with the parents because she is headquartered at another site. At one point the district considered reassigning these students to the ESL teacher's school but dropped the plan because of parent objections. Most parents wanted their children to attend the local neighborhood school, even if it meant commuting to ESL classes.

At the secondary level, parents of LEP students attend some school functions during the evening hours but are not among the school's frequent volunteers. Again, principals attributed the limited

involvement to poor English skills and education or work schedules. At the high school level, those interviewed also cited strong support for and awareness of the ESL program among school administrators, teachers, and parents of language minority students.

VII. Coordination

The district's director of curriculum administers the ESL instructional program as well as the Chapter 1 program. These overlapping duties are helpful because 29 of the LEP students receive additional services through Chapter 1. At the elementary level, some of the students receive 45 minutes per day of reading and writing assistance through Chapter 1. Junior and senior high students can get extra help during tutoring sessions with the ESL teacher as well as during a Chapter 1-supported study hall.

The high school relies on informal communication between the ESL teacher and regular classroom teachers, an arrangement that works because of the small number of LEP students and the outgoing personality of the ESL instructor. Regular teachers send their language minority students to the ESL teacher for help when necessary. These students also are allowed to take their regular classroom tests with the ESL teacher so that they can receive help with their vocabulary.

Those interviewed also said the program enjoyed strong support among the school board and district administrators. Knowledge of the LEP program among these leaders was rated as "good to excellent," and most said they exhibited "strong support" for special services to LEP students.

VIII. Local Staff's Recommendations for Improvement

Staff and administrators strongly support the thrust of the program, particularly its commitment to daily ESL instruction. But they also said several site-specific changes could make the program even stronger.

At the elementary level, students lose valuable class time traveling to another school for ESL instruction. Lack of an on-site program also means that the ESL instructor gets few opportunities to interact with the school's regular classroom teachers. If the school continues with the current system, it could address some of these concerns by hiring bilingual classroom aides in each language group to help both students and faculty. The school is actively exploring this option. The school also could broaden its services by including more activities geared to students' native cultures. The principal of the elementary school already spoke to the minister of the local Korean church about visiting the school and talking to the student body about the Korean culture.

At the junior high school, the principal noted that students could use more time with the ESL teacher, who divides his time between a junior high and senior high school. Currently, junior high students who need more help learning English attend ESL classes during the summer.

At the senior high school, both the principal and ESL teacher suggested that the district offer high school credit for ESL classes. By earning credit, students could take more needed ESL classes and still meet high school graduation requirements. Staff noted that English-proficient students earn credit for learning a foreign language and recommended that a similar policy apply to LEP students who take ESL classes.

CASE STUDY E
RURAL DISTRICT SERVING AMERICAN INDIAN POPULATION

Region of Country: Central Plains

District Enrollment: 521

Number of LEP Students: 341

Major Language Group Served: Cherokee

Title VII Funding: Yes

State Funding for LEP Student Services: No

I. Introduction

Located in a rural area in the central United States, this independent K-12 district serves a predominantly American Indian community living in and around a town with a stable population of about 600. With no nearby industries or commercial agriculture and few businesses, residents shop for groceries and other essentials in a larger town 14 miles away, and many travel as far as 50 miles for employment. A small paved highway runs through town, but other roads are unpaved dirt or gravel. Students from a few small K-6 and K-8 feeder schools in nearby dependent districts transfer to this campus to complete their secondary education.

All of the school buildings are located on the same campus in town. Two building annexes are new, and the rest of the facilities are clean and well maintained, although somewhat old. The overall school environment is friendly, and English proficiency does not appear to be a factor that influences social integration, because almost all students come from families where Cherokee is now or has been historically the primary language. According to a recent report, about 45 percent of the students are more proficient in speaking a standard form of the western Cherokee dialect than English; 37 percent speak English with greater proficiency than Cherokee; and about 18 percent are characterized as having limited proficiency in using standard forms of either Cherokee or English. Almost 70 percent of the students are classified as having limited English proficiency (LEP)--a rate that has steadily increased over time--and three quarters of these are eligible for free or reduced-price lunches. (Although Cherokee is among the oldest written American Indian languages, curriculum materials to support school-based Cherokee bilingual programs that include literacy skills are still in early stages of development.)

II. Identifying Students

To identify students for language development activities, the district relies on an English writing sample, teacher judgment, and scores on the Iowa Test of Basic Skills. Because of federal and state guidelines, the basic skills test usually receives the most weight in the decision. The state mandates that a student who scores below the 40th percentile on the Iowa Test receive some form of special service, but the exact nature of the service is left for the individual school district to determine. Once they begin to receive services, students' LEP status is usually reviewed once a year.

For special services targeting LEP students, the district spends nearly $800 per pupil above its regular per pupil expenditure of about $2,400.

III. Program Options

More than two-fifths of the students classified as LEP receive no special assistance to meet their language needs. Almost one-fifth are served in the Chapter 1 program, and another fifth are enrolled in Special Education classes. About one-fifth of the LEP students participate in some part of the ESL program, offered at elementary and secondary levels.

According to staff, the goals of the ESL program are to promote English competency, self-confidence, and cultural awareness, as well as to make education meaningful and increase attendance and graduation rates. Remediation of basic English skills is a major focus. One ESL class serves 26 students in grades 4-8; another serves 31 students in grades 9-12. Each class has one ESL teacher and one ESL aide. Although ESL has been offered intermittently in the past, the elementary ESL teacher and ESL pullout program are both new.

Computers are used extensively in the ESL classes. The staff believe that computer-assisted instruction permits hands-on learning that is well suited to Indian students, whose cultures emphasize a visual learning style. At the secondary level, the program emphasizes Indian studies, cultural activities, and planning for the future. A career counselor was previously available to these students, but the position has been eliminated because of a lack of funding. The Title VII bilingual coordinator provides some counseling services, and teachers try to include career information in their classes.

Many of the LEP students also receive aid from the Cherokee Nation, including health care and college scholarships. The organization also has provided equipment such as a schoolyard fence. Additional academic support is offered through university-sponsored tutorials in math and language

arts. At-risk LEP students (students who perform at or below the 35th percentile on the ITBS) from grades 9-12 participate in a summer tutorial program.

The school emphasizes drug prevention education at all grades, including special events such as a "Just Say No" week.

Elementary school. K-6 classes meet in two classroom buildings adjacent to the district office and junior/senior high school. About 60 percent of the 251 students at this level are classified as LEP. Only 15 students participate in the ESL pullout program taught by one teacher and one aide; the rest receive regular classroom instruction. The ESL program focuses on boosting language/reading skills, helping with math or science, and creating opportunities to promote self-esteem.

In 2 regular first-grade classes, teachers rated the English proficiency of the identified LEP students as about equal to that of other students in the class, indicating that the formal assessment process picks up limitations not readily apparent in informal communications (or, perhaps, that the teachers do not have a well-developed ability to identify differences). Both of these classes provided ample opportunities for language use. Students observed in fourth-grade classes had fewer opportunities for language use. A few culturally relevant books were seen in the classrooms, but the observed lessons did not appear to incorporate cultural themes.

Junior/senior high school. The junior and senior high schools are located in the same building and share a gym, library, and lunchroom with the elementary school. More than 60 percent of the 270 secondary students are classified as LEP; many of those who transfer from other elementary schools have had limited assistance making the transition from Cherokee to English. Some students receive services under Title VII or special education. Thirty percent of LEP students are enrolled in vocational programs, 30 percent are on an academic track, and the other 40 percent are in some combination of the two. Ten students in grades 7 and 8 are pulled out for English language/reading instruction. These students go to the ESL resource room for 25-60 minutes each day, where they are instructed by either the ESL teacher or aide.

A newly built annex to the school houses the computers, printers, software, and manuals recently purchased with Title VII funding. The school library is well equipped with magazines, books, audio-cassettes, filmstrips, and videos, and many of the materials are culturally relevant. Because the librarian also teaches half time, the library is kept open through the efforts of students and a library assistant.

More than 30 LEP students in grades 9-12 take part in the "Structured English Instruction Program," funded under Title VII. An evaluation in 1991 showed that 72 percent of ninth-grade Indian students scored below their age group in standardized English language and reading tests on the Metropolitan Achievement Test battery. The evalutor attributed this problem to the limited support for second language acquisition provided at the elementary levels. The major goal of the Title VII project is to improve English proficiency of students judged to be at risk of dropping out because of the low academic attainment that results from language problems. Participants attend a self-contained ESL class instead of a regular language arts class. The special program uses peer tutoring, small group instruction, and computer-assisted skills development activities. Program staff include the school's bilingual coordinator, ESL teacher, and ESL aide. All three have had training in bilingual/ESL education, and two are fluent in the Cherokee language.

IV. Staffing, Certification, and Training

Two ESL teachers and two aides conduct most of the programs for students who receive services. All four--plus other teachers who work with LEP students--have taken college courses or workshops in ESL/Bilingual Education and cultural awareness.

During 1991, two elementary teachers and one aide received about 25 hours each of inservice training. Thirty teachers at the secondary level and two aides received 25 to 52 hours of inservice training. Three teachers and two aides also attended college or university courses. In the past, the district also has sponsored a general inservice training session for all staff on how to identify students for special services. Staff associated with the Title VII program at the secondary level also are required to attend inservice training on general educational methods as well as special methods relevant to the instruction of LEP students. An inservice training session on "Cultural Identity and Self-Concept" took place during the site visit.

All teachers in the schools are certified, and the district makes a special attempt to recruit American Indians who have grown up in the area. Administrators said teachers share a cultural heritage with their students and can serve as role models. This shared background provides the staff with insights that are helpful in promoting educational goals. The teachers agree that their understanding of the culture is an asset. Although elementary teachers have been relatively easy to find, the district usually has more trouble locating science, math, special education, or computer teachers with the necessary qualifications. Despite these needs, the district cited little turnover among current staff.

V. Evidence of Program Effectiveness/Program Exit

Several demographic factors, such as poverty, poor nutrition, low self-esteem, and limited opportunities in their rural community, pose challenges to the academic success of American Indian children in this district. One of the primary purposes of the program for LEP students is to offer support to help overcome these problems. ESL programs at both schools in this district are relatively new and their effectiveness is difficult to assess at this time. Districtwide, less than one percent of the students are overage for their grade, although the percentage is a little higher in high school.

At the elementary level, school data show that former LEP students perform below the level of English-proficient students. At the junior/senior high school, however, evidence suggests that one-on-one academic support reduces the dropout rate of LEP students and improves self-esteem. Grades and standardized test scores show that former LEP high school students perform at the same level as other students.

Once LEP students join the special program, few students exit before graduation. About 90 to 95 percent of students who receive services do earn diplomas. The bilingual coordinator, the testing coordinator, and the ESL teacher monitor the academic progress of former LEP students in grades 9-12.

Some teachers reported that the ESL program has helped everyone because it has reduced class sizes at the junior/senior high school.

VI. Parent Involvement

The district reported limited involvement by parents of students enrolled in the ESL program. The greatest level of involvement appeared to occur at the elementary level, where some parents attended fundraisers, field trips, and class parties. In the case of problems, teachers usually communicate with parents by sending notes home with the children. Many of the students interviewed said that at least one parent usually checks to see that homework is completed.

At the district level, the bilingual coordinator and the coordinator of Indian services try to involve parents in field trips and other school events, and the junior/senior high school invites parents to Parents' Day and other activities, with limited success. At the high school level, the Title VII-funded Structured English Instruction Program relies on a seven-member parent advisory committee to plan and review program activities. This committee also has worked on ways to upgrade parent skills and promote cultural activities.

The State Department of Education requires all staff to attend a Parental Involvement Workshop, but many teachers were still unsure about how best to involve parents. Staff cited both cultural and economic factors as major issues in parent involvement. Many adults work two minimum-wage jobs to support their families and do not have enough free time to participate in school activities. Some parents also lack the ability to communicate effectively with the school.

VII. Coordination

Although no formal structure promotes cooperation among ESL teachers and the rest of the district faculty, many of the teachers said they discuss students' needs on an informal basis and during regular staff meetings. The ESL teachers appeared to be very active in this process.

As noted above, some children eligible for ESL services in this district also receive help under the Chapter 1 program. Chapter 1 and ESL staff coordinate services informally, and both program administrators report to the district's superintendent, who also serves as director of instructional programs.

Though there is no written policy excluding LEP students from other programs such as Chapter 1, the district discourages overlapping instructional services for students. Students with an ITBS score of between 0 and 35 Normal Curve Equivalent (NCE) levels receive Chapter 1 assistance, and those who perform at the 35 to 50 NCE levels participate in the Title VII program. Sixty-five LEP students receive services funded under Chapter 1, mostly in grades 4-6. Students are eligible for Chapter 1 services for eight years, but in this district the average student participates for only four or five years.

VIII. Local Staff's Recommendations for Improvement

Administrators in this district cited a need for more federal and state support to expand services, which currently reach only a few of the students eligible for assistance. Both the administrative and teaching staff also suggested the need for a counselor at the elementary school level in addition to better integration of ESL and the regular classroom activities. Those interviewed cited the need for more staff training in computers, more language arts software, and more cultural activities.

At the junior/senior high school, several staff called for more career counseling and the development of a network of role models in the community. Many also noted that students--even after exiting ESL--need continued help with language skills and motivation. Some recommended additional job training services for students who do not plan to pursue higher education.

CASE STUDY F
RURAL DISTRICT PROVIDING A VARIETY OF SERVICES TO SPEAKERS OF SPANISH

Region of Country: West

District Enrollment: 8,500

Number of LEP Students: 1,725

Major Language Groups Served: Spanish

Title VII Funding: Yes

State Funding for LEP Student Services: Yes

I. Introduction

Located in a rural agricultural valley, this district serves a community known for its wineries and garlic, strawberry, and peach crops. Slightly more than half of the population is Hispanic; many work in seasonal farm jobs, and some move with the migrant stream. The area has the lowest median household income in its county, with about 30 percent of the households living in poverty. Of the district's 8,500 students, about 20 percent--1,725--are identified as having limited English proficiency. The number of these students has almost tripled since 1986. Most of the language-minority children--about 70 percent--are enrolled in the district's eight elementary schools; the others attend the junior high or high school. For 80 percent of the LEP students, Spanish is the primary language; many of the others speak Chinese.

The needs and past schooling of the LEP students vary greatly. At the junior and senior high schools, growing numbers of students have limited literacy skills in their native language; many of these students have missed at least two years of schooling. However, a large number of the LEP students have attained sufficient English proficiency to be mainstreamed with little outside support.

The state provides funding for special instructional services for language-minority students but does not specify how the district must deliver these services. The district's policy is to offer equal access to the curriculum for all students, with LEP students expected to master the same competencies as English only or fluent English-proficient students. Where equal access can be achieved only through

instruction in the native language, schools with the appropriate staff and resources offer that option to students who need such assistance.

II. Identifying Students

The district selects and administers assessment tests from a state-approved list to determine whether students require special language support. Officials currently use English or Spanish versions of the oral and literacy tests in the Language Assessment Scales, plus a home language survey and a writing sample in English. Once tested, students are placed into one of three English language proficiency categories:

- Non-English proficient: students with little or no proficiency in English and limited literacy in their first language;
- Limited English proficient (LEP): students who demonstrate some knowledge of English; or
- Fluent English proficient: students who learned English as a second language but who do not require instructional accommodation solely on the basis of their language skills. Students are designated "fluent" when they meet all district language proficiency criteria.

Most students remain in the LEP program until they reach the 36th percentile in English reading and writing on the California Test of Basic Skills and achieve a 4 or 5 score on the Language Assessment Scales test. Other exit criteria include teacher judgment and ratings, an English-language writing sample, and grade-level mastery of subjects. Students must also pass a district writing test that has proven to be a difficult obstacle for many in the program.

During the 1991-92 school year, in addition to its average per pupil expenditure of $3,012, the district spent $326 for each language-minority student receiving special services. The state provided $201.90 of that amount through the Economic Impact Aid program. Chapter 1 provided an additional $86 in education services per student; Migrant Education funding also is available but varies across schools.

III. Program Options

This district offers several levels of service to language-minority students, based on their levels of proficiency. Spanish-speaking students who have little or no English proficiency study core subjects in classes taught in Spanish. Those with some English proficiency generally receive "sheltered" instruction in core subjects from teachers trained to use hands-on activities, visual aids, and other strategies that promote content learning with less reliance on language than conventional methods. Beginning and intermediate level students in this category also take English Language Development (ELD) classes. Some schools offer additional services, from tutoring to transition programs for students about to move into sheltered and mainstream classes.

Elementary School. The Spanish-English bilingual magnet school visited for this study serves 900 children in grades K-6. About 60 percent of the students are Hispanic; LEP students number more than 230--over one-quarter of the enrollment--and all but two are Spanish speakers. Many are bused to the site from throughout the community because of the bilingual program. The attractive, well-equipped school has a waiting list, due in part to its popularity among English-speaking parents who want their children to become bilingual.

Students at the school learn Spanish and English through a transitional bilingual program operating at each grade level. Spanish-speaking students who speak little or no English are placed in a Spanish language classroom. English-only, English proficient, and LEP students who speak languages other than Spanish receive instruction from an English-speaking teacher.

Two teachers at each grade level design and teach the same curriculum. One presents the curriculum in Spanish while the other presents it in English through a team-teaching model. Bilingual aides help Spanish-language teachers in some of the classes. English-speaking students are intermixed with LEP students at times during the day in certain subject areas and activities.

As students advance in language proficiency and grade level, the bilingual model allows for more integration among LEP and English only or fluent English proficient students. In these settings, Spanish and English are used alternately for integrated periods. One teacher conducts classes for English only and fluent English proficient students in main subject areas in English, while the other teacher conducts the same classes for the LEP students in Spanish. When the language of instruction changes, teachers trade classrooms so students do not have to move from room to room except for activities designed for groups of students from all language categories.

Special activities vary by grade level according to students' increasing skills in both languages. For instance, in grades 1-2, LEP students receive 20 minutes of ESL instruction while English only and fluent English proficient students study Spanish as a Second Language (SSL). For the remainder of the day, children study language arts, math, science, and social studies in their primary languages. In third grade, all students take physical education and music classes together, as well as "Finding Out/*Descubrimiento*," a bilingual science program that features extensive use of cooperative learning strategies. Third-grade LEP students receive only reading, writing, and language instruction in Spanish, while math and social studies are presented bilingually. In this grade, LEP students begin an English-language reading class, and ESL and SSL classes lengthen to 30 minutes daily.

Once non-English proficient and LEP students have received three to four years of primary language instruction and English Language Development, most move to a second phase of the bilingual model. At this level, LEP students remain in the bilingual classroom but begin a Transitional Reading Program, designed to fill the gaps between English and Spanish reading skills. In this program, for instance, students may study English sound/letter relationships that are different from Spanish.

A year after beginning Transitional Reading, LEP students enter a third phase--Post-Transitional Support--and continue with it until they reach sixth grade or exit LEP status. An after-school tutorial program provides additional support services used primarily by migrant students and others identified as being at high risk of school failure.

Besides teachers who work as a team, many Spanish language classrooms have Spanish bilingual aides whose job is to drill students on vocabulary, grammar, and concepts. The faculty generally do not use pullout strategies because they find such approaches disruptive to the students' work, although during the site visit an aide took eight students out of one class to work at a resource reading lab.

Junior High School. Located in an industrial area, this school is filled beyond capacity, enrolling about 1,200 students in grades 7-8; almost 160 of these are identified as having limited English proficiency. All but 12 of the LEP students speak Spanish, and nearly all are of Mexican descent. Twenty-four of the LEP students have limited literacy in their primary languages, and 27 are enrolled at grade levels two years or more below the age/grade norms.

The school recently received a federal Title VII grant to support development of bilingual and ESL curriculum materials and sheltered classes in core subjects. These classes generally enroll English only, fluent English proficient, and LEP students. Instructors are encouraged to use cooperative learning and strategies that provide opportunities for peer tutoring and promote second language and subject matter learning. Other services include self-contained classes taught by bilingual

(Spanish/English) teachers for Spanish-speaking students with limited or no English proficiency. These students study most of the core curriculum in Spanish. Math and science are taught in a sheltered approach or with help from a bilingual aide, since there are no bilingual teachers available. Some textbooks have been translated into Spanish to improve learning.

The junior high staff have combined social studies and language arts curricula into a multiple-period course that reinforces reading and writing while cultivating higher levels of language use. This course is offered in English and in Spanish.

Non-English proficient students also take a multiple-period course in English language development, and they may take other mainstream electives such as music, art, or physical education. Sheltered instruction techniques rather than native language support are used in these elective courses.

The remainder of the school's LEP population attends mainstream classes with no special support services except afterschool tutoring, provided by bilingual aides, the language development teacher, primary language teachers, and other LEP students. Both Spanish and English are used in the tutoring lab.

The school also recently initiated a mandatory class called QUEST, taught in English or Spanish. The aim of this class, supported by the local Lions Club, is to help students deal with peer pressure, in part by boosting self-esteem.

High School. Like the junior high, the high school is overcrowded. However, its large, verdant campus is an attractive facility with a clean and modern administrative suite, eight well-equipped self-contained academic units, a football stadium, auditorium, pool, soccer field, and gymnasium. Of the 1,850 students enrolled in the high school, about 13 percent--240--have been identified as having limited English proficiency; for all but an ethnically diverse dozen, Spanish is the first language. The school's goal is to cultivate English proficiency so that students can participate in mainstream classes and pass exams required for graduation.

Spanish-speaking students with little or no English proficiency can take math, science, and social studies in Spanish. These students also take a multiple period of English language development and mainstream electives. About 90 Spanish-speaking LEP students are enrolled in Spanish language classes. Non-LEP students generally take Spanish language classes for two years.

For many students, sheltered math, science, and social studies classes offer a valuable bridge between Spanish-language and mainstream instruction. Some sheltered classes have Spanish language support

provided by the teacher, a Spanish-speaking bilingual aide, or a Spanish version of the course textbooks. Students who qualify for sheltered classes can also enroll in a basic skills class that helps students look for main ideas, take better notes, improve study habits, and become better organized. Another class offered by the school emphasizes the concepts and vocabulary students will have to master for a sheltered class. These students may continue to receive English language development as long as necessary.

LEP students with language backgrounds other than Spanish attend many of the same sheltered classes. One biology teacher purchased Chinese-language biology textbooks for students in a sheltered class. These students also take multiple periods of English language development, the basic skills class, and mainstream electives.

The content of Spanish-language and sheltered content classes is similar to those offered in mainstream classes. However, teachers try to supplement the curriculum with topics and materials particularly relevant to LEP students, who may not be familiar with North American culture and history.

Nearly 30 percent of LEP students are enrolled only in an English language development class and spend the rest of their day with mainstream teachers. Another 36 percent are mainstreamed with no special services. Most of these LEP students have met district exit criteria, but have not passed the district's reading and writing examination and therefore retain their LEP status. All students can take advantage of the afterschool, English-Spanish bilingual tutorial program. The bilingual teachers, the migrant counselor, and designated LEP or fluent English proficient Spanish-speaking students provide the tutoring. This tutoring program offers students who have exited LEP status a chance to get assistance from peers and teachers.

IV. Staffing, Certification, and Training

Many instructors in this district have acquired either certificates in ESL bilingual education or the Language Development Specialist (LDS) endorsement on their standard certificate, to enhance their skill in teaching language-minority students. Those who do not have such preparation are encouraged to pursue the appropriate course of professional study; state law requires that teachers of LEP students meet such criteria. Because no local universities offer the training, the district provides many of the courses required to earn certification. (In this state, the language development endorsement is often earned by participating in district-sponsored classes and workshops and then taking the endorsement exam; the endorsement is awarded essentially on the basis of performance on this test, rather than on credit accumulation.)

The full-time administrator responsible for the LEP program said the district's recent recruitment efforts have concentrated on bilingual, Spanish-speaking personnel. Because of a statewide shortage of bilingual administrators, the district "grows its own," identifying promising faculty and helping them prepare for new roles.

At the elementary school, all teachers of LEP students interviewed had a Language Development Specialist endorsement or a Bilingual Cross-cultural Credential. Most staff members are bilingual in Spanish/English, although several speak only English; one of these was enrolled in a Spanish class and a second planned a summer sojourn in a language school in Mexico.

At the junior high school, 10 classroom teachers serve most of the LEP students. Five of these instructors are bilingual and certified. Two of the three instructional aides who work with LEP students are bilingual. Because the school has no fluent Spanish-speaking science or math teachers, instructors rely heavily on the bilingual aides to translate texts and provide tutoring. Instructors of LEP students said they try to share ideas and materials during after-school or weekend meetings. Most would like more time to plan lessons together and to translate or produce more Spanish language materials. Several offer workshops to mainstream teachers on ways to help language-minority students, and most believed the mainstream teachers should receive more training.

At the high school, all sheltered, language development, and primary language teachers interviewed held either the Language Development Specialist endorsement or Bilingual Cross-Cultural Credential. Most of the staff who work with LEP students are bilingual, and many are themselves former LEP students. Teachers of LEP students received 25 hours of inservice training during the past year on second language acquisition techniques, sheltered approach methodology, and cultural sensitivity. Staff also mentioned they attend conferences and workshops on curriculum collaboration. A school-wide focus is to train all teachers in sheltered approaches.

Districtwide, staff who work with LEP students have a lower turnover rate than mainstream teachers, a fact administrators link to their sense of duty to and interest in the LEP student population. However, the district must cope with a statewide shortage of bilingual content teachers, particularly in science, math, and special education. Sheltered content area teachers are also in short supply. As a result, the district has offered classes on sheltered techniques to mainstream teachers.

V. Evidence of Program Effectiveness/Program Exit

The district lacks a detailed breakdown on the performance of LEP or former LEP students. (A data base had been developed, but it was lost through error and had not yet been recreated.) It does

compile reports on Hispanic vs. non-Hispanic student achievement, graduation rates, and school participation. These reports, however, do not distinguish students by LEP status.

Despite this lack of data, district personnel believe LEP services generally meet the needs of students. The district's LEP administrator is well informed about all services and programs offered to students. The district also has launched several innovative approaches for students and supports the professional development of staff.

Despite the variety of services in this district, at-risk students still face major obstacles to success. Some students have missed significant amounts of school due to high mobility associated with their parents' occupation as seasonal farm workers. At the high school, review of the grades of a random group of LEP students in the tenth grade indicated that many are barely passing. Average grades appeared to be Cs and Ds, even in bilingual and sheltered classes. Some former LEP students were still enrolled in sheltered classes and basic skills classes designated for LEP students.

VI. Parent Involvement

Parent outreach is a high priority in the district, part of a broader effort to involve more community members in school support. One of the most highly visible efforts is that the district produces English and Spanish versions of all correspondence with families. The cost of this service comes out of base funding, not LEP monies, because school officials view it as a service to the whole community. District staff also regularly spend time seeking grants to develop new programs and bilingual materials. Despite these efforts, however, staff note that parent involvement often is limited because of language barriers and work schedules.

At the elementary school, teachers believe parents support their children's education but often are hampered by their own lack of schooling. Parents of LEP students do turn out for open houses and conferences, however, particularly when they know the teachers speak Spanish.

The junior high school sponsors a family orientation program for parents of LEP children at the start of the school year. About half of all parents usually attend this workshop, staff said. During this program, bilingual and language development teachers try to acquaint the parents with the structure and workings of a junior high school in the United States. The school recruited a translator for Parent's Club and School-site Council meetings, but parents of LEP students felt uncomfortable with this special treatment. The school has had more success with segregated meetings where staff use either English or Spanish as a matter of course.

At the high school, staff said participation goes up whenever the school can meet parents' special language needs. Family dances, Spanish-language plays, and fund-raising efforts are among the most popular programs for parents of LEP students. As at the elementary school, many come to open houses if they know the instructors speak Spanish. The instructor of the Spanish for Spanish speakers class has made it mandatory for parents to come to her class twice a year. Spanish-language symposiums on parenting, supporting children's academic work, and interpreting report cards are other popular activities at this school. Local businesses cosponsor these meetings with the school district. The school has an advisory group made up of parents of LEP and fluent English proficient students.

VII. Coordination

The district's LEP administrator also directs the Chapter 1 program, which operates only at the elementary school level. Aides provide Chapter 1 services to 215 LEP students, mainly through in-class and tutorial services. Some schools also offer special reading or math laboratories. Chapter 1 services are provided in both Spanish and English, depending on students' needs. A district official said Chapter 1 aides meet with classroom teachers to coordinate instruction.

Funds from the Migrant Education Program are used to support salaries for LEP counselors, teachers, and aides throughout the school district.

VIII. Local Staff's Recommendations for Improvement

Improved professional training for both special support and mainstream teachers, special programs, and more education for mainstream staff about Spanish culture are among the suggestions offered by faculty members and other staff in this district.

At the elementary school, the principal cited a need for more mainstream teachers to learn Spanish. She said more visual and performing arts opportunities also would be beneficial to LEP students.

At the secondary level, most of the recommended changes involved instruction. The middle school plans to start a biliteracy program to serve as a middle step between the Spanish language and sheltered classes. Teachers hope the biliteracy class will reduce the dropout rate by helping LEP students keep up with their peers and increase their self-esteem. Such innovation occurs frequently in this district; one principal noted that he looked nationwide for a method to help LEP students improve their writing skills. He heard of a successful program in Alaska and had the materials translated into Spanish for use during the next school year.

Another weakness at the secondary level is a lack of technology for the classroom, particularly computers and laboratory equipment at the junior high. The district also favored more support for students and staff at the high school because students at that level have little time left to acquire English language skills. Some of the suggestions included hiring more bilingual staff and providing more staff training in language acquisition theory.

Faculty members at the high school cited several areas in need of improvements. Both non-Hispanic students and faculty would benefit from more exposure to and education about Hispanic culture and language. Another area the faculty mentioned is the urgent need to offer a class to all newly arrived LEP students on the basic concepts necessary to succeed in math, science, reading, and writing in the United States. Some felt that both LEP students and their parents need instruction on how the United States education system works and how to take advantage of opportunities offered to Hispanic students. This service would require more one-on-one time with guidance counselors and access to more social services. In addition, staff noted that classes are too large, with an average of 32 students. With smaller classes, LEP students would receive more individual attention.

CASE STUDY G
DISTRICT SERVING MEDIUM-SIZED CITY WITH ITINERANT SPANISH SPEAKING POPULATION

Region of Country: West
District Enrollment: 40,000
Number of LEP Students: 1,744
Major Language Group Served: Spanish
Title VII Funding: No
State Funding for LEP Student Services: No

I. Introduction

Located in the western United States, this school serves an urban area and a resort community. More than 1,700 of the students are classified as limited English proficient; 75 percent speak Spanish; others speak Tagalog, Mandarin, Vietnamese, Tongan, and Hindi. Nearly 400 of the LEP students are children of migrant workers.

The largest number of LEP students are in the elementary schools. Of the approximately 40,000 students served by the district, almost 1,200 LEP students are enrolled in grades K-6; only about 200 in grades 7-8; and fewer than 300 in grades 9-12. The socioeconomic level of the LEP students varies considerably, though 75 percent are eligible for free or reduced-price lunches. The population of the community is highly mobile and service oriented.

II. Identifying Students

The district operates two separate intake centers for student placement: one for elementary students up to age 12 and the second for older, usually secondary-level, youth. The centers test new students for English language proficiency and assess their educational backgrounds. The centers rely on several tests, of which the most common are the Language Assessment Scale and the Institute for the Development of Educational Activities (IDEA) Battery. Students are rated non-English proficient or limited English proficient (LEP) if their scores on the Language Assessment Scale place them at Level 2 or lower; students at Levels 3, 4, or 5 are considered fully English proficient.

Elementary students who fall into the nonproficient category generally remain in the intake center classroom for six weeks, and a few may stay as long as a year. The center tries to prepare students not only in the English language but also in school readiness skills. The elementary center can accommodate up to 30 students, who work in two groups: K-2 and 3-6. This arrangement is due partly to the center's limited space. Only one staff member (the Migrant Education Coordinator) is fluent in Spanish, but both the ESL coordinator and the ESL specialist speak some Spanish.

The intake center for newcomers over age 12 operates in a similar fashion. More of the intake staff speak fluent Spanish, and students may receive the Spanish Assessment of Basic Education (SABE) as an additional achievement test. The SABE has no cutoff score; it is used to provide the district with general information. Due to a jump in the number of older LEP students, the secondary schools need a more detailed action plan for these youth than they did previously.

Overall, district services for LEP students cost about $500 more per pupil than its regular per-pupil expenditure of about $3,000.

III. Program Options

The district primarily uses two approaches for LEP students: ESL pullout for elementary school students and single- or multiple-period ESL classes for middle and high school students. Those who score at the LEP level attend mainstream classes without ESL support. English is the language of instruction for these services, but a few schools provide limited native language support. Sheltered English instruction in social studies, reading, and writing also is available at the high school level.

About 11 percent--about 200--of the LEP students also participate in the federal Chapter 1 program. Twenty receive special education services, and four are enrolled in the program for gifted and talented students. With Migrant Education funding, the district offers a state-supported Early Home Learning Program that promotes general language development in Spanish-speaking preschoolers to build a foundation for success in later academic work.

Elementary school. Located 30 miles from the district office, the school visited for this study serves 60 children in its seven-year-old ESL program; they account for about 10 percent of the total student enrollment. All but one of the students speak Spanish, and more than half were born outside the United States.

Small groups of LEP students attend ESL classes in the resource room for 30 to 45 minutes a day. The ESL teacher works with an additional six students from the second grade in their own classroom.

Students may be pulled out of any class--except math--and may be pulled out of a different class each day. A few less proficient students receive additional ESL help, and some may also receive special education services. Students are taught in English, although the ESL aide uses some Spanish words and phrases if a student has trouble understanding the lesson or concept.

In the ESL classroom, one group of students receives instruction from the ESL teacher and another participates in activities under the direction of an ESL aide. The typical student-to-staff ratio is approximately 6 to 1. Learning English and adapting to U.S. culture are the two major priorities in the program. Students generally receive remediation in basic skills such as spelling, vocabulary, reading, and writing. Students may exit the ESL program and then reenter if they cannot meet the demands of the regular class. Regular teachers keep the ESL teacher informed of student progress on an informal basis and coordinate schedules for individual students.

Regular teachers who work with LEP students generally teach to the whole class and then, as needed, work one-on-one with students. Because teachers do not speak the native language of the students, more proficient LEP students are encouraged to become peer tutors. During the site visit, students in all of the classes observed, including science, read silently or aloud for part of the lesson. In one second-grade class, two teachers, one aide, and a high school student helper worked with children in four groups and gave the students ample opportunities to practice speaking, develop reading comprehension, and extend vocabulary.

Teachers at this school also identify students at risk of dropping out of school and contact the proper resource for assistance. The district has offered inservice training sessions on substance abuse and behavioral problems, and school health classes discuss drug prevention.

Middle school. Located in an urban area near a large university, the middle school serves 61 LEP students in a school enrolling about 530. The primary language of most of these students is Spanish, although Asian enrollment has increased in recent years. Three-fourths of the LEP students were born outside the United States, mostly in Mexico. About 85 percent of the children enrolled in ESL are in grade levels below their age norms. All LEP students are eligible for free or reduced-price lunches, and most receive Chapter 1 services.

All LEP students at this school are mainstreamed at least part of the day and attend ESL class from one to five hours daily. As part of the transition process, students are first mainstreamed for physical education and other nonacademic subjects. Next they are mainstreamed in math with help from a student "partner." Some students--including all Spanish speakers with low literacy skills--receive Spanish-language support in science.

The main concern of one of the ESL teachers is to get students to take risks, both with language and feelings. The teacher believes language-minority students are afraid to trust, a fear that inhibits learning. To overcome these fears, the teacher uses an eclectic approach that includes Total Physical Response, remediation, and life skills training.

Other teachers also participate in the ESL environment to extend the students' social contacts. For example, the ESL teacher and a regular teacher combined their classes, with each instructor helping a group of students. The ESL teacher also initiated a pen pal program with another class. During a site visit, the ESL class was taught by the school librarian with support from the ESL teacher. The librarian first talked to students about how to check out books and then led students in an arts activity that stemmed from a reading assignment.

As at the elementary school, all teachers at the middle school are expected to identify any student who is at risk of dropping out. These youngsters--both LEP and non-LEP--can receive counseling services, tutoring, and other support.

High school. Located near an urban area, this 9-12 school serves a mainly low-income community with many at-risk students. Only 3 percent of the student body--45 students--are classified as LEP. Most are Spanish speakers born in Mexico; the remainder speak Asian languages. Seventy percent of the LEP students are enrolled in a primarily academic program. Unlike the other two schools, few LEP students receive free or reduced-price lunches.

Students generally attend ESL class for one period a day. Some are mainstreamed for the rest of the day, and others study American history, world history, reading, and writing in a sheltered English environment. The school also offers a beginning language development course two periods a day for students with very little or no proficiency in English.

A new sheltered English computer/typing class also provides a vocational element to the ESL program. One typing teacher, a regular education aide, and an aide from the ESL class usually work together in this class. During the site visit, students learned not only keyboard skills but also how to set up a report, including an outline and a bibliography.

When students have attained greater proficiency in English, they may spend a transition period in remedial classes with LEP students with academic or other problems. The vice principal has instituted a policy of assigning language minority students to teachers who are sympathetic to their needs.

As part of a districtwide policy, the school monitors attendance and grades to identify all students at risk of dropping out of school. A special scholarship committee has provided some LEP students with money for college, and the school has established an international club for language minority and other students.

IV. Staffing, Certification, and Training

ESL teachers are certified, but not usually in ESL. Many are former language teachers who have taken some ESL or bilingual education courses; several are now working on ESL credentials. The shortage of trained teachers at the schools arises from three factors: (1) the applicant pool is small because few college-educated bilingual professionals live in the area; (2) recruitment happens at the district level, and schools are not involved early enough to sway hiring decisions; and (3) district employees have priority over newcomers for openings. This restricts the options for schools that serve significant numbers of LEP students. Support staff and aides who work with LEP students are members of the local community, generally former students or employees.

Teachers, aides, and assistants who work with LEP students in a variety of settings are offered college or university courses and inservice training. The district has sponsored some Spanish classes and a seminar on Hispanic civilization. During the 1990-91 school year, 100 teachers received training that lasted an average of 32 hours. Aides and assistants also attended 12 hours of inservice training. Staff who evaluate incoming LEP students participated in a state conference to learn LEP assessment techniques.

Teachers at the elementary school held various views on the extent to which they were prepared to work with language minority students. Although the majority had no training specifically in ESL or bilingual education, many thought a combination of second language training and experience with special needs populations was a useful background.

At the high school, one ESL teacher and one ESL aide provide many of the services to language minority students. The teacher has a master's degree in Spanish and is pursuing an ESL degree. She received about 12 hours of inservice training during the 1990-91 year. No other staff received training during this period, but other teachers have had prior training in ESL or bilingual education. This includes the computer/typing teacher, who studied Spanish and had taught ESL for two years before taking her current job.

The ESL teacher reports that a new administrative team at the high school has provided more support for the program in recent years. The school's next goal is to improve communication between ESL and regular teachers.

V. Evidence of Program Effectiveness/Program Exit

Criteria for exit from LEP status are set at the district level and include Comprehensive Test of Basic Skills scores, a portfolio of student work, and the judgement of individual teachers. LEP students are reassessed each spring or as the need arises.

The district coordinator noted that graduation rates for the entire district are low, and LEP students face many of the challenges that other students face. About 75 percent of LEP students who are literate in their native languages and reach age-appropriate levels of education finish high school. However, only one percent of other LEP students graduate.

Comparisons of 1989-90 Comprehensive Test of Basic Skills reading and math scores at grade 4 show that LEP students perform below other students and slightly above students who receive Chapter 1 services. LEP students performed at the 13th percentile in reading and at the 16th percentile in math. By contrast, the rest of the district performed at the 54th percentile in reading and at the 50th percentile in math.

At the elementary school, about 15 to 20 percent of students in the ESL program are reclassified as English proficient each year. Staff believed the program was meeting the academic needs of LEP students, especially in oral language, writing, and reading skills. However, the school's administrative and teaching staff expressed concern about the social isolation of the Spanish-speaking students. Similarly, teachers of former LEP students expressed low expectations of students' academic success.

The middle school's ESL program is only two years old, and to date no students have exited. About 60 percent of the students have been reclassified from beginner to intermediate levels of proficiency. However, school staff cited problems with illiteracy and lack of education in the students' native language. The flow of instruction also is hindered during the year by the arrival of new migrant students, whose needs for time, staff, and textbooks are often greater than the school can foresee in the fall. However, despite some limitations, middle school teachers of former ESL students commented that they are achieving at or above the levels of other students.

VI. Parent Involvement

Before the start of each school day, the intake center for elementary-level students operates a half-hour program for family members to promote parental involvement and teach U.S. culture. The family learns culturally-specific play activities, such as nursery rhymes and games, plus skills such as how to ride the city bus or call the school when a child is sick.

During the school year most events are held during the evening, a time that conflicts with many parents' work schedules. At the elementary level, most parents come in for conferences but few can help with homework, partly because of language barriers. Interviews with LEP students revealed that some parents check to see if homework is completed, and sometimes help comes from a sibling or other relative.

Some of the teachers also have scheduled classroom luncheons or teas to open up the school to parents. Other teachers communicate with families by telephone. In some classes, LEP students receive books to take home and read to their families.

At the middle school, the ESL teacher said parents of LEP students attend ESL open houses and come to the classroom to discuss problems that arise. However, the teacher said communication with parents is sometimes difficult because of language and cultural barriers. The Chapter 1 staff also try to promote parental involvement through social activities. For Chapter 1-sponsored events, parents receive invitations in both Spanish and English.

Staff at the school also have set a goal to improve communication with parents, and they are developing effective approaches to do so. Few parents of any children attend school PTA meetings. At the high school level, involvement is difficult because some students whose parents are not in the United States live with other family members. The ESL teacher at this school said parents and other family members could benefit from English instruction.

VII. Coordination

The district reports extensive coördination between the instructional services provided to LEP students and those provided under the Chapter 1 program. Both Chapter 1 and ESL staff attend curriculum meetings at the district level. The district ESL coordinator also submits applications for LEP students to receive Chapter 1 services. At individual schools, teachers of LEP students also make referrals to Chapter 1. About one third of the Chapter 1 staff have some knowledge of Spanish and can make special arrangements to have a translator available when meeting with Spanish-speaking parents.

Chapter 1 inservice training for teachers focuses on sensitivity to cultural differences among the LEP population.

Students who receive ESL services also benefit from other programs located in the schools and the community. These include a child and family resource center staffed by community volunteers who provide classes on parenting skills. Some of these sessions are held in Spanish. A program sponsored by a university teaches English reading, writing, and speaking skills two evenings a week.

At the elementary school, some staff members tutor LEP students after school or during free periods. The ESL teacher also meets with regular teachers to schedule times when students may come to the ESL resource room. Staff praised the ESL teacher and assistant for their effort, willingness to cooperate with the regular teachers, and adherence to school curricula.

Coordination varies between ESL staff and mainstream teachers at the middle school. The school recently formed a multicultural committee with representatives from the district, university, community, and schools. The committee meets about once a month to discuss ESL and bilingual education models from California and Washington.

VIII. Local Staff's Recommendations for Improvement

Some changes recently implemented or proposed for the district hold promise to strengthen ESL services. Through the new multicultural committee and long-term strategic planning, the district is trying to meet the changing needs of language minority students. In addition, proposed districtwide changes in the assessment of LEP students and in services for them could produce a more effective program.

At the elementary school, teaching staff recommended summer school as one way to help recently exited LEP students meet the demands of the regular classroom. Many language minority students are impatient with the slow development of their skill in English and would profit from this additional support. One teacher suggested that a bilingual program at the lower grades would deal more effectively with problems of native language illiteracy and school readiness, and another hopes to institute a preschool program for LEP students staffed by their relatives. The ESL teacher also believed the program was not sufficiently individualized, with too many LEP students and not enough staff, space, or time. In general, however, both the administrative and teaching staff promoted ESL over bilingual education.

Staff at the middle school cited the need for strong role models, primarily in the form of minority teachers. The school's textbooks and materials also are outdated, and funds for computers, teacher training, and field trips are scarce. The middle school's ESL teacher recommended making multicultural education part of all teacher training programs so that teachers learn what is acceptable in various cultures. The teacher said those already aware of cultural differences are the ones most likely to participate in the district's voluntary courses.

At the high school, administrators are seeking to improve coordination between ESL and regular teachers. The ESL instructor also recommended that staff receive more training in teaching methods using sheltered English to provide more effective transition services secondary to language minority students. Staff at the high school also have taken steps to promote cultural sensitivity. The principal has taken a "survival" Spanish course, attended church services in a Spanish-speaking community, and met with parents. The school also has had a cultural awareness week with an assembly and entertainment focusing on cultural diversity.

Some of those interviewed suggested taking a look at the state's proficiency test to ensure it is not biased against language minority students. Many LEP students do not pass the test required for graduation even though they have fulfilled every other graduation requirement.

CASE STUDY H
DISTRICT IN MEDIUM-SIZED CITY SERVING MOSTLY SPANISH-SPEAKING LEP STUDENTS

Region of Country: Southwest

District Enrollment: 66,000

Number of LEP Students: 5,906

Major Language Group Served: Spanish

Title VII Funding: Yes

State Funding for LEP Student Services: Yes

I. Introduction

Located in a medium-sized southwestern city, this school district serves a diverse population of 66,000 students. More than half of those enrolled are Hispanic or black, with whites making up 43 percent of the student population. About 44 percent of the students are considered at risk, and the school dropout rate for 1990-91 was 24 percent. Language minority students account for less than 10 percent of the student population, yet the number of LEP students has increased by nearly half during the past five years.

Spanish speakers represent 91 percent of LEP students, while most of the others speak Korean, Vietnamese, or Cantonese. Approximately 10 percent of LEP students have arrived in the United States during the past 3 years. LEP students also are disproportionately poor: 1990-91 data show that 92 percent of language minority students came from low -income families, compared with 42 percent of the general population. More than 80 percent of LEP students were eligible for free or reduced-price school lunches, and 70 percent were more than one year below the grade norm for their age.

II. Identifying Students

Both state and local policies govern the process through which this school district identifies and places LEP students. State policies require districts to offer a bilingual program to students when their number and backgrounds warrant it. Other children enroll in an ESL program.

At each school, a Language Proficiency Assessment Committee makes all decisions regarding program entry, placement, and exit. Procedures for identification and program entry include a home language survey, an oral proficiency test, and a norm-referenced achievement test. Students who may be eligible for the district's bilingual education programs also receive oral proficiency tests in Spanish or Vietnamese.

Based on test data, teacher recommendations, parent requests, and other factors, the Assessment Committee assigns students to the bilingual or ESL classroom. The district receives from the state a supplemental funding allotment of $268 for each student enrolled in bilingual or ESL programs, beyond the usual per pupil expenditure of about $4,500.

III. Program Options

Using both state and local guidelines, the district offers bilingual education classes and in-class ESL instruction. At elementary schools, state policy requires the district to offer a bilingual program whenever there are 20 or more LEP students from any one language group in the same grade. Smaller groups of students or those who speak other languages receive in-class ESL instruction at the elementary level. Most LEP students in grades 6-8 attend a middle school that has a bilingual class, though the district offers ESL instruction as well. At the high school level, services for LEP students consist primarily of ESL instruction and a newcomer program for students who have lived in the United States for less than a year.

Elementary school. In the district, Spanish and Vietnamese bilingual programs enroll a large number of elementary LEP students. About half of all pre-K and kindergarten students attend bilingual classes that bring together both LEP and English Proficient (EP) children in a self-contained classroom. The remaining pre-K and Kindergarten LEP students attend regular classes, with in-class ESL instruction by their classroom teachers.

About 44 percent of the district's LEP students in grades 1-5 are enrolled in Spanish or Vietnamese bilingual programs. In these grades, LEP students also receive approximately one period of in-class ESL instruction by the classroom teacher. The rest of the Spanish and Vietnamese LEP students and those who speak other languages receive content-area and ESL instruction in regular self-contained classes.

At the elementary school visited for this study, the entire student population and most of the staff are Hispanic. Students are grouped according to language (Spanish or English). In the bilingual program, teachers work with one language-dominant group at a time, while students in the other

group work independently or on group projects. Teachers address students in Spanish or English based on their grouping. Students in the Spanish-dominant group may respond in English, depending on their developing oral skills. All teachers emphasize oral language and vocabulary development, whether instruction occurs in English or Spanish.

Bilingual classes in grades 1-5 follow this general pattern with a few differences. Math is taught in English, and the classroom teacher provides in-class ESL instruction for Spanish speakers. Students with little or no English proficiency use the Spanish versions of textbooks.

LEP students who are not in bilingual classrooms attend regular classes and receive in-class ESL instruction four times a week. To provide language and enrichment activities for all students, teachers at this school also tutor students after school, organize outings on weekends, and sponsor extracurricular clubs.

Middle school. Most middle school LEP students are transported by bus to campuses that have bilingual programs. As a result, about 30 percent of middle school LEP students in the district attend Spanish or Vietnamese bilingual classes. Similar to the elementary level, LEP students in these classes continue to receive ESL instruction, native language arts, and content classes in their native language. Most students also continue to receive ESL instruction even after joining a regular class.

At the middle school profiled for this study, about 15 percent of the 1,066 students are classified as LEP. The population is predominately black and Hispanic, although Asian and Arab ethnic groups also are represented. The school is organized into grade-level teams with five teachers each. Teachers vary their use of the students' primary language for instruction, depending on the coursework, the children's English proficiency, and the teacher's knowledge of the native language. At the time of the visit, this school had been a Vietnamese bilingual center for six years, and a Spanish bilingual program had been in operation for two years.

English proficiency is low or non-existent for most LEP students entering the ESL program at this school. About one-third of entering students also have limited literacy skills in their native language and have missed two years of school or more since age six. To help assess students, the school uses native language writing samples in addition to district- and state-approved tests.

Vietnamese- and Spanish-speaking LEP students with little or no English proficiency take math, science, and social studies in their primary language plus two periods of native language arts and one ESL class. Students are mainstreamed into regular classes as they become proficient in English; the process usually begins with math, followed by science and social studies.

LEP students continue to take two periods of native language arts until they reach mainstream status in all content courses. At that point students must continue to enroll in one period of ESL. Vietnamese and Spanish students take these intermediate and advanced ESL classes together, with groupings based on English proficiency. This coursework continues until students exit LEP status. Students from language backgrounds other than Spanish or Vietnamese are integrated into the regular program, and, when necessary, taught individually using ESL materials.

High school. At this level, LEP students receive one of two types of services: regular classes plus ESL, or, if they have lived in the United States for one year or less, they may choose to participate in a Title VII-funded Newcomers Program. Districtwide, about 88 percent of high school LEP students receive one period of ESL instruction by an ESL-certified teacher and separate content classes in English. Students in the Newcomers Program receive intensive ESL instruction and help in other classes from bilingual certified teachers and instructional aides. The Newcomers grant provides funds for instructional aides as well as materials, computer equipment, staff training, and services for parents.

The high school visited for this study has an enrollment of 1,300 students, with less than 10 percent classified as LEP. The high school population is primarily black and Hispanic. An assistant principal who is bilingual in Spanish and English acts as the informal liaison between LEP students and the administration; there is no bilingual counselor.

Only about half of the LEP students at the high school receive special services. Twenty-five students (18 Hispanics and 7 Asians) attend the Newcomers Program and receive intensive services; the remaining 24 are enrolled in an ESL class. The instructional goal for both the Newcomers and ESL programs at this level is a speedy transition to the regular program. Teachers of LEP students work primarily on basic skills and mastery of the concepts needed to pass the state's exit-level tests establishing students' English proficiency and to meet minimum graduation requirements.

Spanish-speaking Newcomers students begin with one period of Spanish for Native Speakers taught by the ESL teacher. After an elective course, the third period is a pre-algebra class taught by a regular math teacher with help from an instructional aide. Newcomers students spend their last three periods in a self-contained ESL class taught by the ESL teacher and the instructional aide. In this class students receive English language arts instruction and work on the skills necessary to pass exit-level tests. Students with low literacy skills also work on Spanish language development activities. Newcomers staff use Spanish for instruction as necessary. Since neither the teacher nor the aide speaks languages other than Spanish and English, a traveling aide who speaks Vietnamese is available for one hour per week to help with communication problems and special needs.

LEP students participate in the Newcomers Program for a total of one year, after which they enter the regular program. Many of these students still take a one-period ESL class and also get help from other support programs open to all students. Under one of the programs, regular teachers refer students to "content mastery" teachers for individual and small group work in a particular subject during class time. Regular teachers are available 30 minutes a day to assist students with coursework during "Personal Assistance Time," or PAT. Mainstreamed LEP students may receive informal, afterschool help from teaching assistants.

IV. Staffing, Certification, and Training

The district offers training for many ESL and bilingual teachers, through both inservice sessions and university-based courses. During 1990-91, the district provided inservice training to 500 teachers who work to some degree with LEP students. It also offered university-level courses to 98 ESL and bilingual teachers. The district employs teacher aides, primarily in the Newcomer Program and for students who need Chinese and Korean instructional support. About half of the bilingual and ESL teachers are certified in the area they teach. The others have emergency teaching or special assignment permits.

At the elementary school visited for this study, most of the teachers have bilingual or ESL certification. ESL and bilingual teachers share information and materials with regular teachers on a routine basis. Some teachers arrange collaborative sessions, such as informal team-teaching built around specific themes. The bilingual program coordinator at one school conducts orientation workshops for new teachers, trains teachers in administering tests, and provides inservice workshops on materials and methodology.

At the middle school, four full-time teachers certified in bilingual education provide instruction for LEP students. Three are bilingual in Spanish and English, and one speaks both Vietnamese and English. A "full-time substitute" who is not bilingual or ESL-certified teaches math and ESL to seventh and eighth graders and helps a bilingual teacher in a math class. The school also has a Spanish bilingual counselor who works with LEP students. ESL and bilingual teaching staff at this school attended approximately 40 hours of inservice training during the 1990-91 school year, and the entire staff received inservice training on multicultural issues.

At the high school profiled, the ESL teacher is experienced and certified in both bilingual education and ESL. The instructional aide has a degree in sociology but lacks teacher certification. During 1990-91, the ESL teacher and aide received approximately 10 hours of inservice training through a

special grant to serve new students. This training included orientation, cooperative learning, and hands-on computer training.

The majority of mainstreamed LEP students in high school are enrolled in the regular courses of about 10 teachers, including three who are bilingual in Spanish and English and hold ESL certification.

The district reports some problems recruiting qualified staff. At the middle school, the student-to-staff ratio in the bilingual program is 28 to 1. The school has funds available for another bilingual-certified teacher but has been unable to find one. For the 1992-93 school year, the district said it needed to fill 35 to 40 ESL and bilingual teaching vacancies. The shortage is particularly acute for bilingual Vietnamese programs and for Spanish bilingual programs at the pre-K level.

V. Evidence of Program Effectiveness/Program Exit

LEP students in this district spend an average of 3.7 years in special language programs. Exit criteria include scores at or above the 40th percentile on the language arts and reading sections of norm-referenced tests or mastery of the academic skills test at grade level. Other criteria are oral language proficiency in English and teacher recommendations. Of students who had exited ESL and bilingual programs, in 1990-91 about 170 re-enrolled.

At the elementary school visited for this study, about 10 percent of LEP students are reclassified as English proficient each year, some on the basis of their performance on end-of-book tests. Students who leave the program are closely monitored on their performance by the Assessment Committee at their school for at least two years. Many former LEP students remain in some type of bilingual setting or attend classes where the regular teacher is ESL-certified. Almost one-third of the LEP students are enrolled in classes two grades lower than their agemates.

LEP students who attend bilingual pre-K and kindergarten programs are expected to exit no later than the end of third grade. Upon leaving the program, those students may remain in bilingual classrooms as English proficient students or move to mainstream classrooms. Others may remain classified as LEP but move to mainstream classrooms with ESL support. The school's Assessment Committee is responsible for making these instructional assignments.

At the middle school, bilingual and ESL staff monitor the progress of former LEP students through frequent informal contact with mainstream teachers. Each year, this school identifies about half of its

Vietnamese students--and 30 percent of its total LEP population--as English proficient. Middle school staff estimate that former LEP students perform at or above the level of their English proficient peers.

At the high school level, LEP students who participate in the Newcomer Program are tested using the Language Assessment Battery within 30 days of entry and again after having completed two semesters in the program. Few students at this level are reclassified as English proficient each year. Those who are reclassified, however, perform academically equal to or above the level of their peers. In fact, an evaluation during the program's first year indicated that Newcomers students had better school attendance, higher grade point averages, faster rates of earning credit, and lower dropout rates than other LEP students in the district.

VI. Parent Involvement

The level of parent involvement in this district varies greatly, depending on the age group of the children. At one elementary school, a core of parent volunteers help both in the office and classroom by making bulletin boards, reading to students, and tutoring. A Community School based in the building offers classes for parents in ESL, literacy, and General Equivalency Diploma preparation. The school also sponsors cultural activities for students and parents celebrating ethnic holidays.

In addition, the district offers "MegaSkills" parent training sessions on a regular basis to show parents how they can help their children in school. The district schedules the training in both Spanish and English during day and evening hours, providing child care services to boost parent involvement. Approximately 85 percent of parents have participated in MegaSkills workshops.

Despite this interest, both teachers and administrators said it is sometimes difficult to get parents to the school for meetings, teacher conferences, and activities other than MegaSkills. Some of the problems cited included conflicting work schedules and lack of transportation, child care, and/or language and literacy skills.

At the middle school profiled here, school staff reported varying levels of parent involvement. Parents are more likely to attend school functions or meetings than to serve as classroom or office volunteers. The bilingual education department sponsors an open house at the start of each school year to explain the program, and the department also schedules picnics and field trips during the school year. Teachers stay in touch with parents through phone calls, home visits, and school reports. Communication usually is done in the parents' primary languages.

The district cited limited parent involvement at the high school level. At this age, about half the LEP students live with extended family members. In recent years the school has scheduled a series of talks for families with a Mexican psychologist on acculturation, drug awareness, and social problems. The ESL teacher also organizes parent meetings in which students can earn bonus points if a family member attends. One parent at this school sits on the school's Language Proficiency Assessment Committee along with an administrator, the registrar, and a program teacher.

VII. Coordination

Nearly three-fourths of those who receive ESL or bilingual services in the district also receive help from the federal Chapter 1 program. Pre-K, kindergarten, and elementary school students account for most of the students who participate in both activities. Chapter 1 and programs for LEP students also are closely coordinated at the district level. The bilingual/ESL supervisor reports to the Chapter 1 supervisor, who also serves as director of special services. Chapter 1 and bilingual/ESL staffs share office space and meet informally to discuss common concerns. The district plans more structured weekly meetings for them.

Most teachers work independently at the high school, though there is some intradepartmental collaboration. The middle school bilingual team meets daily to discuss students' progress and coordinate instruction. ESL and regular teachers say these various levels of coordination--by grade level and subject area--foster coordination and communication among the faculty. ESL and bilingual staff also monitor the progress of former LEP students through frequent, informal contacts with the regular teachers. Staff said the coordination between bilingual and mainstream teachers helped create a supportive environment. Mainstream teachers welcomed input by ESL teachers on the progress of students in mainstream classes and said ESL teachers often suggested learning strategies suitable for these students.

VIII. Local Staff's Recommendations for Improvement

Staff offered a variety of ideas for improvement, ranging from increased teacher training to additional resources and supplemental services for both students and their families. At the elementary school, staff identified resources and materials--particularly Spanish-language books--as their greatest need. School staff believed that students needed to read more, and they were dismayed that many students had no books at home. Because all of this school's students are Hispanic, staff expressed concern that the children were not exposed to non-Hispanic children. Bilingual teachers also believed that dividing time between English- and Spanish-dominant students may not serve either well. To help

resolve this problem, the school has applied for an Innovative Schools grant to extend the school day at least twice a week.

At the middle school, staff said the bilingual/ESL program could use more funds for afterschool tutoring and summer school, bilingual teacher aides and tutors, guidance services for students, and cultural awareness training for mainstream teachers. Teachers and administrators agreed that interaction between LEP and non-LEP students is inadequate, and both favored steps to end this isolation. Also, while the bilingual program has accumulated a cross-section of Spanish language materials, Vietnamese language materials are in short supply.

At the high school, bilingual and ESL staff urged the administration to schedule school-wide teacher inservice training on LEP student issues. The teachers said district staff and administrators supported the ESL program but were not involved in many of its activities. Some teachers also believed students needed more English language practice away from school, especially during the summer. Currently, LEP students can attend summer ESL classes, but at a cost some cannot afford. The need for support services for parents and families also was cited, along with more support from district administrators and school board members.

Those interviewed praised the quality of the Newcomers Program but agreed unanimously on the need to improve services for LEP students once they leave this orientation program. Staff commented that Newcomers' students left a highly structured, emotionally and academically safe, language-supported environment for the mainstream curriculum without sufficient transition services. Suggestions offered to improve the environment for students after they leave the Newcomers Program included more bilingual teachers, more staff development for mainstream teachers in cultural awareness and LEP needs, a bilingual Spanish counselor, special guidance services for LEP students, and more Vietnamese-speaking personnel.

CASE STUDY I
LARGE SUBURBAN DISTRICT
SERVING A LARGE, DIVERSE LEP POPULATION

Region of Country: Midatlantic
District Enrollment: 130,000
Number of LEP Students: 7,858
Major Language Groups Served: Spanish, Korean
Title VII Funding: No
State Funding for LEP Student Services: Yes

I. Introduction

Located in the suburbs of a large, mid-Atlantic metropolitan area, this district is one of the 20 largest in the United States. About 6 percent of the district's 130,000 students are classified as limited English proficient. Most of the LEP students speak Spanish or Korean, though more than 25 languages are represented in the schools. More than 100 schools in the district provide some form of special services to LEP students. While the proportion of students in the district who receive free or reduced-price lunches is relatively low, it is somewhat higher for LEP students.

The district now offers English as a Second Language (ESL) classes to its LEP students in an effort to meet their diverse linguistic needs, usually in a pullout environment. However, it is exploring the feasibility of providing additional services such as bilingual instruction, intensive ESL, and skills classes. Individual schools also are experimenting with other support and instructional programs.

II. Identifying Students

The district's Intake Center serves as the point of entry for students and families who need special services. Testing coordinators at the Intake Center determine LEP status based on specific, district-defined criteria and assessments, including an oral proficiency test, achievement tests in English (such as the Iowa Test of Basic Skills), a home language survey, a writing sample in English, a reading assessment, and teacher judgment. Students are assigned specific services at their school based on these measures of oral and written proficiency. At some schools, these criteria are supplemented by other factors. Students are assigned to one of four categories of ESL services:

- ***LA***. Students at this level have limited or no previous schooling in their native language or in their native country and may be three or more years below grade level. This category is currently used only for students of high school age, but the district plans to expand the classification soon to include students whose ages ordinarily would place them in grades 7-12. Students in LA receive ESL instruction for three out of seven periods per day. Class sizes are small, with a student to teacher ratio of 10 to 1, and the instruction focuses on basic literacy, math, and science skills.

- ***Level A***. This category includes students who are beginning to develop proficiency in English. At the elementary and secondary levels, these students receive three periods per day of ESL instruction.

- ***Level B1***. This category includes students with an intermediate level of proficiency in English. At this level, students develop and refine the basic skills that are taught at Level A. At the elementary and secondary levels, students receive two hours per day of ESL instruction.

- ***Level B2.*** Students at this level possess relatively advanced English proficiency. Students in elementary grades receive 30 to 60 minutes of pullout ESL instruction per day. Secondary students spend one period per day in ESL classes.

The district spends about $1,300 more on each LEP student than its regular per pupil expenditure of about $6,700. This cost includes staff, materials, and services provided by the Intake Center.

III. Program Options

This district relies primarily on ESL classes to provide services to language minority students. However, schools in the district structure their ESL services differently, based on their mix of students. For example, elementary ESL and regular teachers are experimenting with an "immersion" program, in which ESL instruction is provided in the context of regular class activities.

A rapid influx of LEP students with limited skills in their native language has prompted some secondary schools to broaden some of their services. As a result, schools have focused increasingly on developing primary language literacy prior to instruction in age- or grade-appropriate school work. The district also has identified a large proportion of adult LEP students who left school because of job commitments or other reasons. The district has developed programs to help these students return to school to earn a General Education Development certificate.

Elementary school. About 13 percent (78) of the 613 students at the ethnically diverse K-6 school visited for this study are classified as LEP. Most are concentrated at the lower grade levels. About

two-thirds of these students speak Spanish as their native language, while the others speak Korean, Vietnamese, other Asian languages, and Greek. The majority of the Spanish speakers have lived in the United States for less than one year.

In addition to the district criteria, this school uses an oral proficiency and an achievement test in the student's native language, and an English literacy test to determine a student's needs. Students are evaluated annually to determine whether they may exit from LEP status. The school relies on an English achievement test and teacher ratings to determine whether students have achieved English language proficiency.

The school relies primarily on an ESL pullout program. At the K-3 levels, students receive ESL instruction during the time math, social studies, or science is taught in their regular classroom. Students in grades 4-6 attend ESL class during English language arts periods and recess. However, the ESL teacher allows them to participate in recess activities once a week as an opportunity to interact with their English-speaking peers.

Middle school. Only 63 of the 847 seventh- and eighth- graders at the school visited for this study are classified as LEP. The students represent about 20 nationalities, though most LEP students are from Korea and Japan. Most have strong literacy skills in their native language. Recently, an increasing number of native Spanish-speaking students with varied literacy skills have enrolled in the school.

ESL is the only service offered to students, with frequency determined by the district's criteria. LEP students at Level A are required to take three periods of ESL, plus math, physical education, and two electives. Level B1 students take two periods of ESL as well as science, math, physical education, and two electives. Level B2 students take only one period of ESL and spend the rest of their time in the regular curriculum.

Although all formal instruction is in English, a few teachers at the school speak other languages. One part-time ESL instructor is a native speaker of Korean, and another has some knowledge of French, Spanish, and Farsi. One regular instructor has some proficiency in Spanish. Their language abilities are used to supplement English instruction on an informal basis.

High school. Fewer than 80 of the 1,700 students at this school are classified as LEP; all participate in the ESL program. Most are evenly distributed among grades 9 to 11 with a small number in grade 12. About 25 students speak Korean, while others speak Spanish, Vietnamese, and a variety of other languages, including Arabic, Farsi, Japanese, Thai, and Bengali.

In addition to district criteria, the school determines LEP status through an oral proficiency test in the student's native language and teacher recommendations on English language proficiency. One full-time and one part-time teacher provide ESL instruction to these students for at least one class period per day.

IV. Staffing, Certification, and Training

The district provides both inservice and post-secondary training for staff who work with language minority students. During the 1991-92 school year, the district provided college- and university-based training for 100 teachers and 5 aides who work with LEP students in this district. An additional 250 teachers and 20 aides received inservice training to improve their capacity to work with LEP students.

At the elementary school visited for this study, two teachers who hold masters' degrees in ESL are the mainstays of the ESL program. Both teachers also have lived abroad and said this experience gives them an increased sensitivity to the needs of LEP students. Regular and ESL instructors at this school seek to provide a student-centered, integrated curriculum using cooperative learning strategies.

At the high school in this study, both ESL teachers also cite their experience in foreign countries as a plus in working with language minority students.

V. Evidence of Program Effectiveness/ Program Exit

Students enrolled in the ESL program generally maintain that status for three to four years. Their exit from the program is based on several factors, including standardized tests scores. However, the district's testing coordinator emphasizes the importance of other factors as well; for example, portfolio assessment is widely used to assess students' progress.

Standardized test scores for LEP students are included in statewide reports if the tests are administered under normal circumstances. However, scores of students who take a test through other means--such as a math test administered orally or without time constraints--are not included in statewide reports. At the high school level, staff review student progress at least twice a year.

At the elementary school visited for this study, administrators made a positive effort to accommodate diversity by identifying school offices with signs in five different languages, but progress in other areas is mixed. Five of the seven LEP students in the "immersion" program left the district soon after the start of the program. The school has continued the effort, however, hoping that more LEP students will enroll at this grade level and gain placement in the class.

At the middle school, the Human Relations Committee made interaction between English-proficient and language minority students a priority. The committee plans to host a luncheon for Level A students in ESL to "buddy up" with native English-speaking students. The English proficient students also will be encouraged to introduce their LEP "buddies" into their circle of friends.

The influx of language minority families into the area served by the high school has changed the demographics of this institution, though some teachers are unwilling to recognize the changes or to view them as positive. Afterschool peer tutoring provided through the National Honor Society serves all students, including those who receive ESL services. However, the ESL teachers note that the most interaction tends to occur between English proficient Korean students--who are honor society members--and LEP Korean students.

VI. Parent Involvement

At the elementary and high schools, involvement by parents of language minority students in school activities is limited compared to the participation of parents of English proficient students. Staff cited parents' limited English proficiency as a key factor in this lack of involvement. Parents from low socioeconomic backgrounds may also work two jobs or have schedules that overlap with school activities. However, many parents of LEP students do provide strong support at home for students' school success.

These trends are also evident at the middle school, although staff members noted that parents of language minority children are willing to meet any request the school makes for their involvement. About 50 percent of the parents participate in parent-teacher conferences. Teachers noted that more affluent parents also hired private tutors to help their children with homework. In some cases teachers had to ask these parents to reduce the academic pressures they place on their children.

VII. Coordination

There is limited interaction between ESL and regular staff. At the elementary level, it is nearly impossible for ESL teachers to communicate with the instructor of every LEP student because the students are scattered throughout different classrooms. Both ESL classrooms are located in trailers outside the main school building, and one teacher said such physical separation from the regular program suggests that ESL is not a high priority in the district.

Despite these barriers, ESL and regular instructors work as a team to teach both LEP and English proficient fourth-grade students for one period a day. The principal believes such in-class assistance is preferable to a pullout situation. English is the language of instruction almost all of the time because teachers do not speak all of the languages of their diverse student body. When possible, however, the teachers ask students to share words from their native languages.

The assistant principal at the middle school visited for this study frequently substitutes in the ESL classroom and is well known among the LEP students. In addition, the ESL teachers sometimes discuss or demonstrate ESL methods and techniques for regular teachers to use in their classrooms; however, only the ESL teachers have initiated such interactions.

At the high school visited, the two ESL teachers work closely together. Both note, however, that they have little or no contact with mainstream teachers. They said cooperation at the school occurs among teachers in the same department but not necessarily across departments.

VII. Local Staff's Recommendations for Program Improvement

Some staff in this district cited the need to improve the interaction between ESL and regular teachers. ESL staff noted that they must initiate contacts with other instructors to inquire about the progress, achievement, and behavior of language minority students. This lack of two-way communication becomes burdensome for the ESL teachers, who believe it is nearly impossible to maintain individual contact with every teacher with an LEP student.

Overall, most instructors believe the ESL program adequately serves LEP students. But others said students need more help understanding American culture and the operation of American schools. Another recommendation was for bilingual education programs that also can help develop students' native language skills.

Instructors at the elementary level believed the ideal program would include an all-day ESL class, at least for the first few weeks of school each year. In this class, students would first learn basic school survival and cultural skills.

At the high school, ESL teachers suggested that regular teachers could help the program by modifying content instruction, visiting ESL classes, and learning a second language to understand the students' needs.

CASE STUDY J

LARGE METROPOLITAN DISTRICT SERVING A CULTURALLY AND LINGUISTICALLY DIVERSE LEP POPULATION

Region of Country: Southeast

District Enrollment: 304,287

Number of LEP Students: 44,865

Major Language Groups Served: Spanish, Haitian-Creole

Title VII Funding: Yes

State Funding for LEP Student Services: Yes

I. Introduction

Encompassing a large metropolitan county in the southeastern United States, this district enrolls more than 300,000 students. About 15 percent--almost 45,000--have limited English proficiency. Spanish speakers account for 85 percent and Haitian Creole 12 percent of this population. About three of every four LEP students receive free or reduced-price lunches, and 1 in 20 receive special education services. Most (74%) of the LEP students are enrolled in grades K-6.

The district's primary goal is to help students learn English, but in doing so it also strives to create a bilingual and biliterate environment that mirrors the larger community, where popular media use the several languages spoken by the general population. Bilingual staff--certified teachers, aides, and others--provide native language assistance in several ways. Regular staff who teach LEP students in mainstream classes are also trained in strategies to support English language learning, as a consequence of a state mandate. In schools where bilingual staff are not available, LEP students may receive assistance from peer tutors.

In each of the district's six regions, a special coordinator manages services for LEP students, under the general supervision of a program administrator in the division of instruction in the central office.

II. Identifying Students

Staff use a home language survey, a district-developed oral proficiency scale, Stanford Achievement Test scores, and professional judgment to evaluate students' English proficiency and determine the appropriate level and kind of service for each. Based on the results of these tests, eligible students are placed into 1 of 5 levels of service, with level 1 representing the lowest and level 5 the greatest degree of English proficiency. About 30 percent of current LEP students qualify for the level 1 program, while fewer than 2 percent are in level 5.

According to the district coordinator, the average annual cost of instructional services for each LEP student--$6,355--is about twice the cost of serving an English proficient student--$3,642--including expenses for personnel, materials, and facilities. The state provides some support for this additional expense.

III. Program Options

District guidelines stipulate that LEP students study English with teachers who are formally trained to teach ESL to speakers of other languages and who speak both English and the students' primary language. Bilingual aides and tutors assist in this effort, which is provided in both pullout programs and self-contained classes. ESL instruction at the elementary level is done primarily through a pullout approach, while junior and senior high school students attend self-contained ESL classes. With some variation, all LEP students at levels 1 through 4 receive ESL instruction. The few students at Level 5 are mainstreamed.

Typically, students at level 1 receive two hours a day of ESL instruction--usually supported by some use of the students' native language. Students in levels 2 through 4 receive one hour of ESL with most of the instruction in English.

For the rest of the school day, many students at levels 1 and 2 participate in Bilingual Curriculum Content classes in science, math, social studies, and computer literacy. Such courses are taught in the native language to the extent needed by students. Bilingual classes are more commonly available for students who speak Spanish or Haitian-Creole--languages with larger pools of qualified bilingual teachers--than for those who speak other languages.

Incoming LEP students of middle or high school age who lack literacy skills in their first language sometimes attend the New Beginnings program, which offers self-contained classes geared to their special needs. These classes are intended to accelerate second language learning by improving native

language literacy skills. Typically, both the instructor and the students are native speakers of Haitian Creole. Many of these LEP students also participate in vocational programs.

In some schools, ESL teachers or aides speak the students' native language half or even all the time. In other schools, neither teachers nor aides speak the native languages, and student learning is facilitated through peer tutoring. Schools without staff who speak students' languages may hire outside tutors and translators if there are at least 20 students in the same language group.

The district reported that instruction for 39 percent of LEP students involved significant use of their primary language. About half of LEP students received some of their instruction in their primary language, while 12 percent of LEP students received all instruction in English.

Elementary School. Two elementary schools representing different typical conditions for LEP students were visited for this study.

The first school, located in a busy/urban area, is designed in the art deco style. Its 979 students in grades K-6 appear well behaved; nearly half live in the nearby community, and the others--many of them of Haitian origin--commute by city bus from other neighborhoods. About 23 percent--221--of the students are classified as LEP; most of these speak Spanish or Haitian Creole at home.

Although students are generally grouped by English proficiency levels on the basis of their scores on the district's oral tests and teacher judgment, services do not always correspond to district standards for each level. For example, 135 LEP students were found to have little or no English proficiency, yet only 51 were enrolled in Level 1 ESL classes meeting two hours a day. Twenty students (almost 10 percent of the school's LEP population) attended special education classes, while the others received only one hour of ESL instruction and were mainstreamed for the rest of the day.

Level 1 students in kindergarten and first grade are served in self-contained classes taught by ESL-certified teachers. The remaining kindergarten and first-grade LEP students and all LEP students in grades 2-6 are served in mainstream classrooms and pulled out for ESL. The pullout teacher uses an oral approach and tries to reinforce skills taught by mainstream teachers.

The ESL classroom is housed in a rented floor of a community center across from the school. The room is crowded, even without bookcases. During a site visit, most of the instruction was in English; Spanish was used primarily to provide tutorial support. Students at this school typically remain in ESL for about 2 1/2 years, which is below the district average.

The second school is located in a suburban area of the district; it enrolls more than 1,100 students in grades K-5. Only 109 students have limited English proficiency, and all but three speak Spanish at home. Half of these were born in the United States, and the other half have lived here less than one year.

Staff use the district's criteria for identifying and serving LEP students. All students in levels 1 through 4 attend ESL pullout classes. The ESL teacher speaks both English and Spanish, but she primarily uses English in her classes. In addition, one class at each grade level offers bilingual courses for LEP and English proficient students whose native language is Spanish. District tutors who speak the primary languages of the other students provide supplementary instruction for them in two-hour sessions twice a week.

Most of the teachers and some of the administrators in this school are native Spanish speakers who learned English as a second language; many are also immigrants. They report that this background enables them to offer students effective informal assistance in learning a new culture and a new language.

Middle School. Both middle schools visited for this study serve high proportions of students from low-income families, but they differ in many other ways.

The first school, enrolling more than 2,200 students in grades 6-8, has been filled beyond capacity since it opened in the late 1980s and remains the largest middle school with the largest free-lunch program in the state. About 86 percent of the students are Hispanic, and most of the rest are black or non-Hispanic white. Almost 400 students (18 percent) have limited English proficiency; most (more than 300) are native Spanish speakers who are recent immigrants.

The school employs a team or house approach, in which four to six teachers are responsible for the same group of students for the whole year. Each team meets daily and includes student or parent members who attend whenever appropriate.

Students at levels 1 and 2 take two periods of ESL per day, including one period with a cultural enrichment component to introduce students to American culture. Students at levels 3 and 4 enroll in ESL classes for one period per day. ESL classes are taken in lieu of regular English language arts.

Level 1 and 2 LEP students who are native speakers of Spanish also attend bilingual courses in science, social studies, and math. Level 1 Spanish speakers also are required to enroll in a Spanish

course as one of their electives; although this class is strongly recommended, it is not required for level 2 students.

Students who speak languages other than Spanish enroll in mainstream content classes even if they are classified at levels 1 and 2 in English proficiency. For four hours per week, these students receive assistance in small group sessions taught by aides fluent in their native languages. Level 3 and 4 LEP students receive all content instruction in mainstream classes; those who have recently exited LEP status attend a transitional language arts class.

As in one of the elementary schools, the majority of teachers in this middle school are native speakers of Spanish who learned English as a second language. Many are also immigrants.

The second middle school enrolls almost 1,400 students in grades 7-9. More than half receive free or reduced-price lunches. About 8 percent--115--of the students have limited English proficiency; more than 50 of these speak Haitian Creole, about 40 speak Spanish, and 10 speak Chinese.

Staff use district guidelines to identify LEP students and prescribe services, but school resources limit the extent to which services meet district guidelines at each level. Students may receive 5 to 10 hours of ESL instruction per week as well as additional primary language support if school finances permit. The Chinese students have the help of an English/Chinese bilingual tutor for one hour a week. Students spend most of each day in mainstream classes taught by staff who have taken (or are in the process of taking) state-mandated training to teach LEP students effectively. Class sizes average 30 to 35 students, and the school employs few aides.

The school's ESL teacher, a fluent, native Spanish speaker, has a background in special education. Because ESL classes are relatively large (25 students) and include students from different language groups, instruction occurs mostly in English. Peer tutors assist their less English proficient classmates. Staff agreed that current budgetary restrictions have had a devastating impact on many aspects of the instructional program. Books, multimedia materials, field trips, and the services of teaching assistants are all in too short supply to provide effective support.

High School. The high school visited for the study enrolls more than 2,600 students on a campus located near a major highway. Some areas of the sprawling building are in notable disrepair, while other areas have been recently remodeled. A district open enrollment policy that permits students to attend any public school in the district has led to a dramatic change in the student population. This school now serves 630 LEP students--nearly 25 percent of the total enrollment. Almost 600 of these

students speak Haitian-Creole, and the remainder speak Spanish. Although 260 LEP students are in grade 9, the LEP enrollment declines abruptly by grade 12, which has no students with LEP status.

Besides applying the district criteria for identifying and placing LEP students, this school also uses the results of intake interviews conducted by a Haitian counselor. Students are then assigned to ESL classes and/or bilingual classes. New students with limited prior education may receive all of their instruction in a "New Beginnings" class where most instruction is in the native language.

Although there are several ESL teachers, few are ESL-certified and even fewer speak Haitian Creole; however, many are certified to teach regular English classes. In each of the ESL classes observed, teachers provided many response opportunities for students and used Haitian Creole--either personally or through peer tutors--to support instruction in English. For example, the teacher asked questions in English, and students often answered in Creole. The bilingual teacher is a Haitian who speaks fluent Creole, Spanish, and English. In the observed class, students read a text in English and conducted discussion about it in all three languages.

New Beginnings is taught primarily in Creole by a teacher and a Haitian aide who work one-on-one with students. It meets in a relatively bare classroom that was crowded with 25 students. In one class observed, both the teacher and the aide spoke English with difficulty. Their approach to instruction emphasized the importance of rote learning and right answers.

IV. Staffing, Certification, and Training

Under a new state law, all teachers with LEP students in their classes must participate in at least 60 hours of professional training or independent study in ESL techniques and cultural awareness. The purpose of this mandate is to ensure that the state's LEP students receive instruction from teachers who routinely take into account the challenges students face in learning a second language and adapting to a new culture. About 800 teachers in the district enrolled in some related college or university courses during the 1990-91 school year. From 1990 to 1992, more than 6,000 district teachers received an average of 60 hours of inservice training, many as part of the district's comprehensive new professional development program. The district has also set up a computer tracking system that monitors the placement of each LEP student with appropriately trained teachers. Both the professional development program and the tracking system arose as a consequence of the state law.

District personnel gave mixed reviews of the impact of the mandated training and added that staff turnover in LEP programs is a problem. At one elementary school, for example, teachers who had

received the mandated training said they felt very prepared to serve LEP students in regular classrooms. At a middle school, on the other hand, teachers complained that the training was too general or oriented too much toward elementary school applications. Some attributed the high turnover to poor working conditions--extremely needy students and extremely limited resources, few books and materials, small classrooms, large classes, and few teachers proficient in both English and another language (except for Spanish). In schools where staff members did not share the students' language or experience, some teachers and administrators noted that the school climate was not welcoming to LEP students. They indicated that other teachers had low expectations for LEP students and/or resented having to teach them.

However, in the schools visited for this study where faculties were themselves immigrants or members of language minorities, staff were observed to be sympathetic and professionally helpful in both formal and informal ways. For example, at one elementary school, many teachers who are fluent in the students' native language serve as counselors for LEP students and their parents. In both the elementary and the middle school with majorities of functionally bilingual teachers, all had completed the mandated ESL coursework. Interactions between Bilingual Curriculum Content, ESL, and mainstream teachers sometimes led to more integrated experiences for LEP students in these schools, but such cooperation between mainstream teachers and the ESL teacher was often seen to be limited in the other schools.

At the high school, few ESL teachers were ESL-certified, and few spoke Haitian Creole--the language of most of their LEP students. Many of these teachers have certification in English, but they sometimes feel inadequate to teach ESL to an increasing number of students. To help smooth out this transition, an experienced ESL teacher serves as a role model for the others. This teacher has a graduate degree in bilingual education, speaks fluent Creole, and is certified in ESL. The ESL teachers provide informal support to each other, often sharing a common planning or lunch period.

V. Evidence of Program Effectiveness/Program Exit

The district reviews the academic performance of all LEP students once a year. To exit LEP status, a student must perform at the 35th percentile on the Stanford Achievement Test, English achievement test, and at the highest level on the district-developed oral language proficiency test. Additionally, teacher ratings of English language proficiency are critical to the exit decision. Parents may ask for students to exit the program, but they seldom do.

Once students exit level 4, the district assesses their performance four times: (1) at the end of the first marking period; (2) at the end of the first semester; (3) at the end of the first year outside level

4; and (4) at the end of the following year. Some of the items used in this assessment are achievement test scores, attendance, and behavior. If a student has academic problems after exiting LEP status, a committee or study team meets with teachers and parents to determine whether the student needs to re-enroll.

The district collects extensive data on students, including grades and standardized test scores. Some of this information is used for budget reports and as evidence of compliance with state or district mandates. Before testing the student, each school receives a detailed profile that includes a student's English proficiency level and length of time in the United States. LEP students who have been in the United States less than two years may take the standardized tests, but they are excluded from many reports generated by the district. The schools also do not produce reports comparing LEP students with other students, but the district's LEP coordinator and individual schools may track these comparisons.

Students generally spend three to three and a half years in the ESL program. No data were available on the performance of former LEP students. However, LEP students did have a higher dropout rate than English proficient students districtwide.

VI. Parent Involvement

To increase parental involvement, all schools in this district operate a formal outreach program. Communication from the district is provided in all students' languages, and teachers are given paid release time to conduct home visits.

Five schools offer adult literacy classes as part of a plan to increase the support of Hispanic fathers and Haitian mothers, two groups that are typically less involved in their children's education. Funding for these classes is provided through both vocational education and Chapter 1 funds as a way to bring parents and their children together in a learning environment. While parents are learning English, their children receive additional instruction in basic skills.

At one elementary school, some parents participate in an ESL class paid for by a nearby community college. The ESL teacher at this school also corresponds with parents through notes. Most get involved when their child has a problem, but staff cited parents' limited language skills as a major barrier to more extensive involvement.

At one middle school, where many of the staff share a common language and immigrant experience with their students, administrators said parents and grandparents of all students participate in a wide-

ranging volunteer program. Each student at the school also has a "passport" of daily school assignments that must be signed upon completion by a parent. This provides an opportunity for parents to review their children' homework.

Staff in the district are trained to refer students and parents to services available in the community. However, the size of the new immigrant population and a recent natural disaster have greatly increased homelessness and the general level of demand for social services. As a consequence, the support services are thinly spread.

VII. Coordination

Approximately 7,000 students classified as LEP also receive services under the federal government's Chapter 1 program. To screen students for eligibility, school staff sometimes administer tests in the students' native language.

Chapter 1 teachers and aides usually provide tutoring in the classroom to cause the least disruptions for students. The instruction generally lasts 30 minutes per day, 5 times a week. Extended day programs--either after school or on weekends--also are used to bolster students' skills. Most LEP students receive Chapter 1 instruction in English.

The district's administrative structure places Chapter 1 staff in a separate unit from those who serve LEP students. Nonetheless, the two staffs are located in the same office building and meet frequently to plan curriculum. Formal meetings between the Chapter 1 coordinator and the LEP coordinator take place about three times per year.

VIII. Local Staff's Recommendations for Improvement

Lack of funds and overcrowded classrooms are common problems cited by those interviewed in this district. At the high school level, staff described ESL materials as insufficient and inadequate compared with the materials offered to English proficient students. Administrators and teachers at this school also cited a need for more minority staff who could serve as role models for students. The school is in particular need of Haitian Creole-speaking teachers.

Many mainstream teachers believe that LEP students should receive instruction in special classes because mainstream teachers--faced with crowded classrooms--feel they cannot take the time to help these students to the extent necessary in regular classes. However, some administrators took the opposite view that the newly required training could and should lead to more mainstreaming of LEP

students. The principal at one elementary school recommended more integration to reduce the isolation facing many language minority students. With their newly required training, teachers should be capable of serving LEP students in the regular classroom, he said.

Some ESL teachers also recommended more training for mainstream teachers. Some noted that mainstream instructors were frequently impatient with LEP students--sometimes despite their new training in ESL.

On academic issues, ESL teachers recommended one-to-one tutoring or skills classes for students who need additional academic support. However, ESL and mainstream teachers agreed on the need for additional funding--mainly for books, videos, and other materials. Lack of funding has reduced the support provided by instructional aides as well. A common feeling among district staff is that students need to learn English at a faster pace.

One principal also suggested a further integration of ESL and the regular curriculum through bilingual classes. Such classes, two or three times a week, could help LEP students at levels 1 and 2 adapt to school more easily.

Elsewhere, staff cited a need for bilingual counselors and psychologists to provide a smoother transition for newly arriving students. To meet these objectives, the district wants to establish a Newcomers Center.

ORDERING INFORMATION

To obtain the *Descriptive Study of Services to Limited English Proficient Students, Volume 3: Case Studies* contact:

Office of the Under Secretary
Planning and Evaluation Service
U.S. Department of Education
600 Independence Avenue SW, Rm. 4136
Washington, DC 20202

The report and related publications may also be ordered from:

The National Clearinghouse for Bilingual Education
George Washington University
1118 22nd Street NW
Washington, DC 20037
Phone: 800-321-6223
Fax: 202-429-9766

RELATED REPORTS:

Related reports and the *Descriptive Study* data set may also be ordered from these sources. Reports include:

- *Descriptive Study of Services to LEP Students, Volume 1: Summary of Findings and Conclusions*
- *The Title VII Academic Excellence Program: Disseminating Effective Programs and Practices in Bilingual Education*
- *Identifying Model Strategies in Bilingual Education: Parent Involvement*
- *Bilingual Beginnings: Evaluation of the Preschool Special Populations Program*
- *Providing Chapter 1 Services to Limited English Proficient Students*
- *Serving Different Masters: Title VII Evaluation Practice and Policy*
- *New Land, New Knowledge: An Evaluation of Two Education Programs Serving Refugee and Immigrant Students*